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ABSTRACT

Nearly 360 million women who live in the countries of Asia and the Pacific are illiterate. In this region, and in much of the world, women have restricted access to education, and are the victims of economic, social, and political marginalization. In recent years, governments have become increasingly aware that the inferior position assigned to women jeopardizes not only women's future status in society but the future of society as well. For UNESCO (United Nations Educational, Scientific, and Cultural Organization), the status of women, their full participation in development, and women's access to education, science, and culture are issues of first priority. In 1986, four countries in the Asia Pacific region (Australia, Bangladesh, China, and Indonesia) were invited to conduct a study of existing materials on civic awareness. This report presents the knowledge and experience shared and gained from the studies of the four countries that participated in a workshop in 1987. At the workshop, the participants discussed their respective studies, scrutinized and synthesized their experiences to form a regional overview, and suggested some considerations for crucial aspects of materials development: contents selection, linguistic elements and illustrations, design and layout, among others. The 20 examples of selected materials from Australia, Bangladesh, China, and Indonesia cover a wide range of topics, including: citizens' rights and responsibilities, health and nutrition, family planning, employment and work related issues, women's integrity and self-worth, women's organizations, conservation of the environment, and scientific outlook. The book is organized into three chapters. Chapter 1 consists of a regional overview derived from synthesizing each country's analysis. The second chapter presents considerations on crucial aspects of developing reading materials to raise civic awareness among women with limited reading skills. A summary of each country's analysis is presented in chapter 3. (DB)

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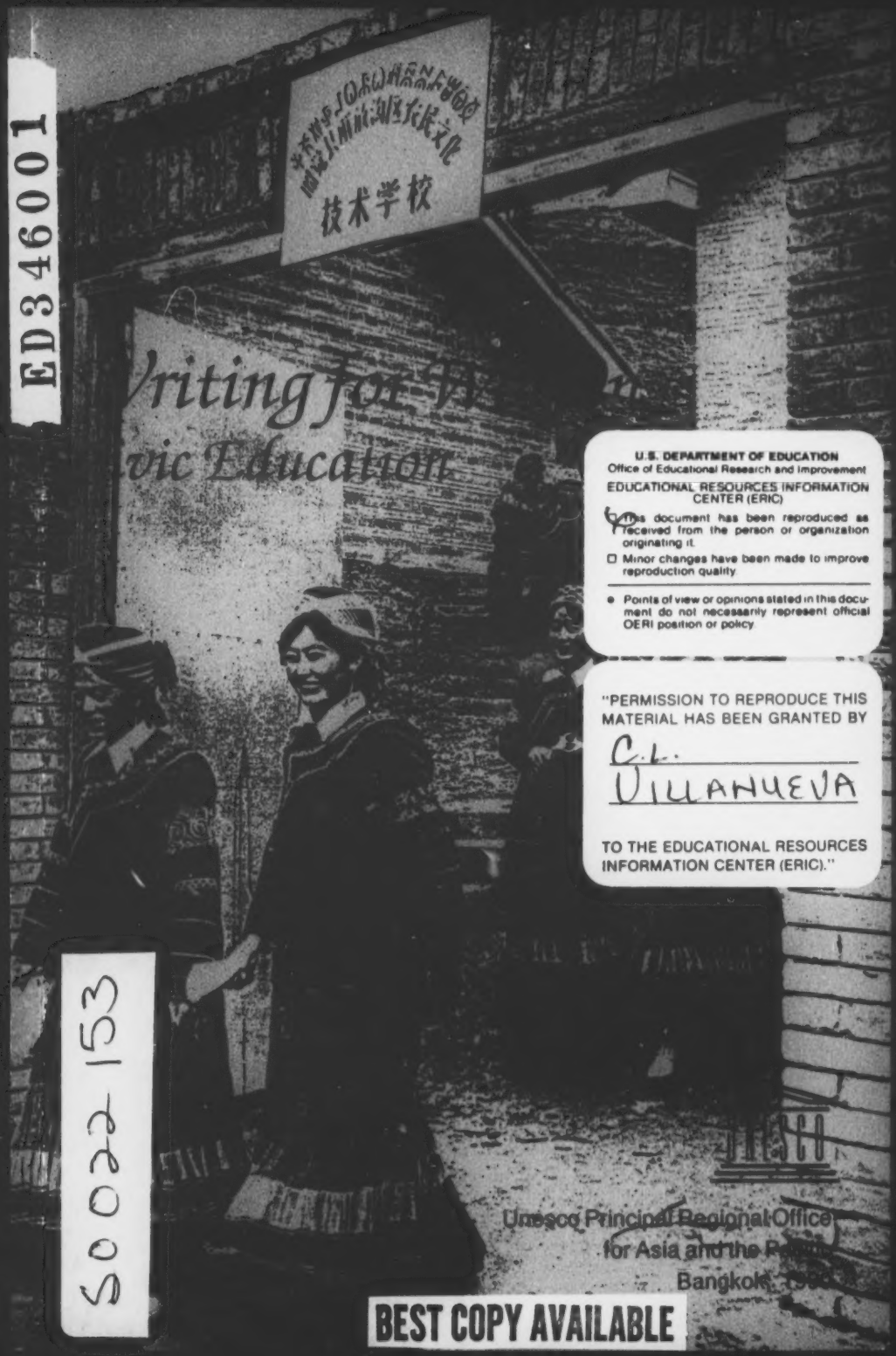


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APPEAL

# *Writing for Women*
## *Civic Education*

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for Asia and the Pacific
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## INTRODUCTION

Unesco's statistics (1982) indicate that 60 per cent of the world's illiterates are women. Of these, 63 per cent live in Asia and the Pacific. In absolute terms, this amounts to nearly 360 million women. The picture becomes worse when the statistics are examined on a country by country basis. In some countries, the female literacy rate is hardly 10 per cent. There are some communities where the literacy rate among the female population is zero.

Women are central to their families, deciding what food to eat and how to prepare it. It is their beliefs – perhaps superstitions – which determine how a household should be run. They care for their children and younger siblings and, in the process, form them.

Besides contributing to family welfare, women promote the economy by producing 50 per cent of the food grown. The influx of agricultural technology in most developing countries in the region requires women farmers, like their male counterparts, to constantly upgrade their technical skills and knowledge.

Since technical instructions are usually only presented in written form, effective transfer of technology to illiterate women may be obstructed, leaving these women workers behind in their own isolated world of archaic technology – desperate, lost and unrewarded for their share of the hard work.

Women's lack of access to education could partly be due to the fact that their status is still not equal to that of men. If a family must decide which of the children will go to school, they send the boys.

Women continue to be victims of marginalization, economically and socially as well as politically. Women are viewed only as home-makers, and are not encouraged to undertake professions to which men have natural access. Policy makers and planners have failed to promote the non-traditional role of women in society.

In recent years, governments have become increasingly aware that the inferior position assigned to women jeopardizes not only women's future status in society but the future of society as well.

For Unesco, the status of women, their full participation in development, and women's access to education, science and culture are issues of first priority. Indeed, women's education has been a central component of Unesco's programmes in education.

In women's education, it is important to create opportunities and chances for women and not to confine them to the sphere of home and family. Women need to realize and appreciate their value and potential as individuals in the development of their community. Civic education is one way of raising this consciousness among women.

Unesco has conducted a variety of activities to promote the education of women.

In December 1986, four countries in the Region, namely, Australia, Bangladesh, China, and Indonesia were invited to conduct a study of existing materials on civic awareness for women. The studies included a survey of existing materials on civic awareness, an analysis of five selected materials each, and an evaluation of the impact of the materials on the lives of the users.

The authors of the studies were invited to participate in the Inter-country Writing Workshop (Jakarta and Lembang, 5-14 October, 1987). The meeting was hosted by the National Centre for Development of Learning Activities (BKKP), Jayagiri, Lembang. During the meeting, the participants discussed their respective studies, scrutinized and synthesized their experiences to form a regional overview and also suggested some considerations for crucial aspects of materials development: contents selection, linguistic elements and illustrations, design and layout, among others.

The present report represents the knowledge and experience shared and gained during the Workshop.

Chapter One consists of a regional overview derived from synthesizing each country's analysis. The second chapter presents some considerations on crucial aspects of developing leading materials to raise civic awareness among women with limited reading skills. A summary of each country analysis is finally presented in Chapter Three.

Chapter One

# WRITING ON CIVIC AWARENESS FOR WOMEN: AN OVERVIEW BASED ON FOUR EXAMPLES

## 1. Topics

The 20 examples of selected materials from Australia, Bangladesh, China and Indonesia, as well as some materials from Thailand, cover a wide range of topics which reflect concerns or problems of the respective countries. For example, in countries where the national priority problems concern the survival of the population, materials on basic health, such as diarrhoea prevention, nutrition, and contraception are plentiful. Countries which are more industrially developed stress the provision of information on latest medical findings on sexually transmitted diseases, contraception and infertility, disseminate especially materials designed to educate women in these areas.

Classified according to their nature, the materials may be grouped into two categories.

a) Those that are related to the needs and problems of users or readers. These reflect the areas in which the users want further information. An example is the *PID Campaign*, which discusses pelvic inflammatory disease as a major cause of infertility in women.

b) Those that are related to national principles, philosophy, and ideology, reflecting the country's national policy. Some examples are the promulgation of the Pancasila as the guiding principle of all Indonesian citizens and the policy of one-child-per-couple in China.

The contents of the materials include are the following:

a) citizens' rights and responsibilities;
b) health and nutrition;
c) family planning;

d) employment and work related issues;
e) women's integrity and self-worth;
f) women's organizations;
g) conservation of the environment;
h) scientific outlook.

### 1.1 *Citizens' rights and responsibilities*

This topic covers a wide range of areas, such as national philosophy or guiding principles, national heroines and women leaders, laws related to marriage, child custody and inheritance, the right to receive social security payments, and the right not to be discriminated against.

In Indonesia, for example, the five guiding principles of Pancasila[1] and their application in every life are the topics that are most emphasized.

In China, women leaders in history are lauded as models. In Bangladesh marriage laws, inheritance laws, and dowry, as they apply to both Muslim and Hindu women, are presented. Marriage laws and the importance of the marriage license are discussed in the sample material from Thailand. In the *Streetwize Comics* from Australia, the legal and civic rights and responsibilities of adolescents are raised. These materials cover such areas as social security payments ('the dole' paid to unemployed people) and areas of possible discrimination on the basis of race, religion, physical handicaps, sexual preference, and literacy skills.

### 1.2 *Health and nutrition*

In all the four countries, materials to raise women's civic awareness cover health information in a wide spectrum of health matters. The information varies from subjects such as the causes and prevention of diarrhoea (in the flip-chart from Bangladesh) to more complex data about diet pills in the *Streetwize Comics* from Australia.

1. Pancasila, the philosophy of life of the Indonesian people and the state principle of the Republic of Indonesia, consists of five principles namely,
   a) Belief in one, supreme God.
   b) Just and civilized humanity.
   c) The unity of Indonesia.
   d) Democracy which is guided by inner wisdom in the unanimity arising out of deliberation of amongst representatives.
   e) The principle of social justice for all Indonesians.

The materials from Bangladesh, China and Indonesia cover some aspects of nutrition. Some examples are *Nutrition for Mothers and Babies* from Bangladesh, *Lectures over the Radio on Mother and Child Care* from China, and *Oh! My Dear Child* from Thailand. Another example is *Paket A 33,* which discusses nutrients for children during the period of their physical development.

Maintaining a healthy and sanitary home environment is also discussed in the materials from China and Indonesia. Adolescent hygiene is another topic discussed in the Chinese materials.

Materials on women's health from Australia include information on the early detection of disease through breast self-examination (to detect breast cancer) and pap smears (to detect cervical cancer). Both topics are covered in the *Aboriginal Fact Cards* and in the *WICH* (Women in Industry, Contraceptives and Health) programme. Young women are warned about the abuse of drugs (diet pills, sleeping pills, and other drugs) in *Streetwize Comics.*

### 1.3 *Family planning*

Although family planning may well be linked to 'health and nutrition', it is considered in this case as a separate topic because of the proliferation of materials on the topic in all the countries covered in this paper. Family planning, as presented in the materials, covers the value of a small family, various contraceptive methods, and pre- and post-natal care.

Some countries emphasize the propagation of national directives, such as the one-child-per-couple policy in China, and the two-children-per-couple policy in Indonesia. Others, including Australia, offer information on how to make individuals aware of the contraceptive methods available to them so that they may make informed decisions about family size and birth control. Some examples from Australia are *Condoms, the Pill and All that Jazz* (a brochure), *He Didn't Say Nothing* (Streetwize Comics) and *WICH Programme* (Women and Industry Contraceptives and Health Programme). There is also a board game called *Sex: The Game* for disadvantaged adolescent girls and an Aboriginal Fact Card entitled the *IUD, The Pill, and Sterilization.* An example from Bangladesh is the booklet *Birth Control Pills* and from Thailand a brochure called *Spacing of Child Births.*

### 1.4 *Employment and work-related issues*

The selected materials that may be grouped under employment and work-related issues cover a wide range of topics, ranging from health hazards in the factory and other work places, as exemplified by the *WICH* materials from Australia, to claims and compensations as in the Thailand booklet called *Factory Girls.*

The Indonesian materials discuss special laws to protect women against hazardous jobs, such as working in mines, and to prohibit late-night shifts for women and young children.

The Chinese booklet, *Questions and Answers about Basic Knowledge for Female Farmers,* incorporates useful employment-related information, such as equal rights and equal pay.

In one of the editions of the *Streetwize Comics* from Australia, the issue of sexual harassment in the workplace is explored and women read about their right to take action against any employer who sexually harasses them.

### 1.5 *Women's integrity and self-worth*

Women's self-perceived value increases with their realization that what they do contributes to the welfare of their family in general and to their family's economic improvement in particular.

Several studies have shown that in rural areas of developing countries, women's work includes household chores, subsistence farming, and the growing of food crops for sale alongside the male members of the family. The value of their labour, however, is not calculated in financial terms. Hence, their contribution is not considered as 'work' because it is not cash-generating. Ironically, in consumer societies where money can buy most things, women who work 16 hours a day in their homes are generally considered idle. This issue is raised in the Thai material entitled *They Say Women Don't Work.* In this booklet, readers are confronted with an argument between two men. One challenges the other's contention that his wife does not work and whiles her time away. The debate continues and it emerges that today women's responsibilities are the same as those of men. Hence, their contributions to the development of their families, communities, and nation should be recognized.

In another sense, the increase in women's self-worth comes from gaining control over aspects of their lives. This is clear in the

materials on contraception and health from many of the represented countries. In *Streetwize Comics* from Australia, disadvantaged adolescents including those who cannot read and those from minority groups are portrayed as strong and often quick-witted characters. Readers who may see themselves as being similarly disadvantaged are motivated to develop a stronger sense of their own value and worth.

### 1.6 *Women's organizations*

The sample materials from all the countries deal with the task of organizing women into groups for mutually beneficial purposes. In some countries, women need to organize themselves for basic survival, as in Bangladesh, where women must form groups of five in order to obtain 'denkhi' bank loans.

Indonesian women organize themselves through the Kejar Paket A Programme, in order to learn and earn by taking advantage of the revolving funds generated by the Kejar Paket A.

In Australia, there are a large number of self-help women's groups, each with specific goals and functions. They disseminate information through meetings and newsletters. Some of them attract government and/or non-government funding so they can offer services, such as shelter and food for adolescent girls who have left home. These girls are the target group for whom *Sex: The Game* was designed.

### 1.7 *Conservation of the environment*

In the Asia and Pacific region, the term 'environment', as related to materials on civic awareness, is used to mean straightforward ecology. This is so in Australia where those who advocate the preservation of certain forest and lakes are in conflict with people who will lose their livelihoods if logging in certain forests is prohibited.

In other countries, such as Indonesia, the term is commonly used to mean the immediate physical environment, that is, the home and garden.

Concern for the ecological balance is reflected in many of the materials. *Paket A89: Regreening and Reforestation*, for example, discusses in sequential order the definition of regreening and reforestation, the responsibility of extension agencies in regreening and reforestation, the implementation of reforestation projects, and the variety of trees to be grown.

1.8 *Scientific outlook*

The sample materials from across the region reflect a common concern to enhance women's 'scientific outlook', which is a way of dispelling myths and harmful old-fashioned practices. In Bangladesh, for example, information is provided to counteract the widely held belief that pregnant women and mothers of infants should not eat nutritious food.

The Chinese material, *Questions and Answers about Basic Knowledge for Female Farmers* offers information on nutrition based on scientific facts. Another Chinese document, *Topple the Old Idols and Believe in Science,* is especially designed to promote a scientific outlook among women farmers.

In Australia, *Sex: The Game* has the dual purpose of providing information about aspects of female and male sexuality and of replacing myths with scientific facts. The areas in which myths are common are homosexuality, birth control, masturbation, and menstruation.

## 2. Text presentation

There seems to be a growing realization in all countries represented of the need for a clear and concise presentation of text to ensure easy reading among neoliterate women or women with limited reading skills. Attempts have been made in all countries to present information in short and clear sentences. An example is the text of the Chinese material. Here sentence length is limited to three characters because it is believed that should a reader not recognize one character, he or she would still understand the sentence, based on the meaning of the two other characters.

In the Australian brochure *Condoms, the Pill and All That Jazz,* short sentences are generally used.

When long sentences are used they are usually structured in 'list form' to facilitate reading. The sentence below is an example:

'Possible risks include

- high blood pressure
- excessive blood clotting
- liver problems'.

Another example of a long sentence presented in list form is from the booklet *Muslim Women's Legal Rights on Marriage and Divorce.*

'A family court can try the following matters:

a) Dissolution of marriage
b) Restitution of conjugal rights
c) Dowry
d) Maintenance
e) Guardianship and custody of children'.

Other examples of short sentences from the Bengali booklet, *Birth Control Pills* are given below:

*'She is taking the pills' and*
*'That night she took another pill'.*

In the book *Muslim Women's Legal Right in Marriage and Divorce*, the sentences are also short. Examples of these are:

*'A Muslim marriage is a contract'.*
*'You have legal rights to your dowry money'.*

Despite conscious efforts to make sentences clear, the desired result is not always accomplished. This is so in the case of a series of booklets where the average sentence is considered relatively long (13 words/sentence).

In some countries, traditional modes of linguistic presentation are used to good effect in writing on civic awareness for women. The booklet *Rhymes and Songs of Awakenings* from Bangladesh provides some examples. In a poem women are called to organize themselves.

*'Come, poor oppressed sisters*
*Tillers of the soil*
*Come, let us organize into 'shamiti'*
*We'll work through summer heat and rain*
*Only to fill the granary of the rich*
*We don't have square meals and they have plenty to eat*
*By organizing into 'shamiti'*
*We'll realize our share'.*

The Chinese love of poetry is also reflected in the presentation of crosstalk in a poetic form.

For example, A : 'false love'
B : 'True hatred'

In Indonesia, civic messages are included in songs such as 'Regreening Activities' in *Paket A*, presented below.

*'The forests, land and water are God-given gifts, given for our benefit.*
*This our present and future lives are provided for, but with a warming not to harm or to destroy, for those are the sources of danger and suffering.*
*So let us stop the foolish destruction with regreening activities'.*

The use of dialogues have also been found to be a useful means for imparting civic messages to women.

*Ibu Darma* : *'Pak, while it was just us two together, we only needed one litre of rice a day. Now that we have four children more rice is needed'.*

*Pak Darma* : *'Of course! But it's lucky we follow the family planning programme. If we didn't, we'd now have a dozen children'.*

Dialogue is also used to present messages indirectly to the readers without being too confronting or pedantic.

This is even more effective when coupled with comic style illustrations as in *Streetwize Comics* or in *They Say Women Don't Work.*

The advantage of dialogue is that it is usually in colloquial language. Neo-literates or those with marginal literacy skills are familiar with colloquial words and sentences and often find reading easier than writing.

In trying to involve the readers, some writers on civic awareness for women 'play' with pronouns. In Chinese, the first person singular pronoun, 'I', is often used to narrate incidents which are expected to relate to real life incidents experienced by the readers. In Bengali, the second person pronoun 'You' is used. Here is an example from *Development of Leadership and Management Guide for Women's Training.*

*'What* **you** *will do before calling a meeting.*
*First* **you** *serve notice.* **You** *then decide on the agenda. Please enquire whether everybody knows about the meeting'.*

In several of the materials considered effective there is a strong element of humour. In the Thai material, for example, jokes such as the following are given:

*'You are such a good singer!*
*You should become a boxer'.*

The meanings of these statements are explained. In this case, the singing is so poor that the person concerned may have better luck in boxing.

A bengali example, *Tidbits of Daily Life,* is given below:

*'When the husband of a rural woman goes abroad, she is in real trouble. She cannot get her husband's letter read to her by her in-laws because they contains endearing expressions, so she is embarassed. In order to avoid such a situation, she should learn how to read and write'.*

(It is noted that the humour is lost in the translation).

The use of humour is generally closely linked with the social and cultural context of the readers. Jokes only work if the readers share the some background information as the writer(s). In fact, the need to make materials culturally and socially specific to the target groups of readers is true for most techniques, including jokes. Efforts are consciously made in some countries, such as Australia, to use the everyday language of the target readers priority is given to the use of colloquial oral language.

In *Streetwize Comics,* for example, the authors used the actual language of the target teenage readers in given situations. Therefore expressions not usually in written form appear in *Streetwize Comics,* including these double negatives.

*'Uh . . . I dunno . . .'*
*'. . . In the film, they* **never** *say* **nothing** *about fathers doing it to their daughters . . .'*

(From *Kathy's Fight*)

Besides 'non-standard' grammatical words, colloquial expressions used by readers in their everyday speech are included, as: 'slut', 'bum', 'crummy', 'ya'. By effectively using teenage colloquial speech, *Streetwize Comics* enjoys a high degree of popularity. Teenage readers consider the comics 'honest' and 'real'. The growing awareness that writing for readers with limited reading skills requires

special care in presentation has resulted in the development of effective materials and effective techniques such as illustrations, spacious layouts, and the use of colour.

In China and Indonesia, where the target readers of civic education materials number in the tens and hundreds of millions, respectively, it may be necessary to fill the page with as much text as possible in order to cut printing costs. In some cultures books are considered sacred, and the contents should only be presented in a formal and serious manner. Hence, the high number of words per page.

### 3. Illustration and layout

The materials presented vary greatly in the way in which illustrations are incorporated into the text. In Australia and Thailand, strong emphasis is put on using illustrations to convey much of the meaning of a story. This 'trade-off', whereby the amount of print is reduced because the pictures tell much of the story, helps those who are new or marginal readers. As well as conveying the meaning, illustrations are also a way of making the material attractive to the readers.

In other countries, such as Indonesia and China, the materials contain only a small number of illustrations. For example, the *Paket A* booklets (Indonesia) use between 16-18 per cent of each page for illustrations. The sample materials from China do not contain a great deal of illustrations at all.

The handling of illustrations is worth noting. Illustrations can be in the form of photographs comparing and contrasting, for example, a healthy vs. an unhealthy family (Thailand brochure). They can also be diagrams, such as those of the human anatomy (Australia), or of a water filter system (Indonesia). Illustrations can be cartoons or comics (Australia, Thailand). One interesting illustration from Bangladesh is found in the cover of a booklet. It is a drawing of a newly – literate woman writing to her daughter, superimposed on a copy of a handwritten letter sent by the mother to the daughter.

While attractive illustrations are considered desirable in most cases, there are situations where explicit diagrams are inappropriate. Accurate illustrations contribute greatly to the understanding of

readers with limited reading skills, as they provide a sort of 'crutch' on which readers can rely for contextual cues.

These general observations apply to a certain extent to layout designs. Some of the materials contain very sophisticated layout while others rely on straightforward 'school textbook' designs. In Australia, for example, the use of colour and graphics is given a great deal of attention. The Bangladeshi flip chart on diarrhoea presents vivid colour contrasts which makes the illustration less realistic than it would have been, otherwise.

Some Australian materials use colours that are known to be acceptable to a specific reader group. For example, yellow, red and black are the colours of the aboriginal flag. The selection of colours requires attention. The blueprints shown on a caramel background in *Choices in Family Planning* may not facilitate easy reading because the contrasts are not clear although the overall appearance is very attractive.

Symbolic meanings are conveyed not only through the choice of colours but also through the graphic designs. For instance, in the brochure *Do You Know Someone with Anorexia Nervosa?* elongated lines in three different colours suggest the image of progressive weight loss of people with anorexia.

The typeface is also another consideration in layout design. Large, clear prints are agreed to be ideal. The *Paket A* booklets, for example, use typefaces that are larger than ordinary printed books (i.e., 13 points as opposed to 10 points). In some Bengali materials, large type is also used. Besides selecting a large type face, certain key words of the text can also be emphasized by making them bold or thick, as used in *Streetwize Comics:* You don't **eat** anymore' 'You are so skinny'! In addition to thicker typeface, underlining for emphasis is also used in the same example.

Some materials follow a newspaper format, making use of attractive headlines and various column widths. An example is *Sakshal* (signature) from Bangladesh. The different column widths are also used in some of the Australian materials. However, thin columns restrict eyemovement, particularly of readers with limited reading skills, making reading and understanding the text a bit difficult.

In some countries where the script does not allow sufficient spacing between words, such as in the Chinese and Thai languages, attempts have been made to provide more space between groups of words, phrases, or sentences. This is done in recognition of the fact that readers with limited reading skills need to slow down their eye-movement more often than 'fluent' readers.

### 4. Forms of materials

The materials are presented in several forms, the most common being the booklet. Some of the booklets are part of a large series, such as *Paket A* and the supplementary reading materials of Thailand's national literacy campaign. Others are independent booklets. In Bangladesh and Thailand, the materials may also be presented as background information. Some examples are card games in Indonesia and *Sex: The Game* from Australia. Other materials are presented through multi-media. An example is the *PID Campaign* from Australia and the slides and booklets of *Paket A*.

Charts and posters are also popular modes of presenting information as demonstrated by the materials from Australia and Bangladesh.

### 5. Methods of using the materials

The materials may be used as individual or independent reading materials, or as group reading materials. Independent reading or self-study, as it is called in China, is used in Australia and China.

Reading with others may be described as reading with the facilitator in a group, coupled with discussions, as in Indonesia's *Paket A,* in *Sex: The Game* from Australia, and in the questions-answers of the Chinese materials. Peer team readers are used in Australia and China. Peer members may or may not have the same level of literacy skills.

The use of role playing and drama to impart civic awareness is popular in Bangladesh, where materials on civic awareness are read and acted out. Another method is the use of street theatre. An example is *Condo, the Clown* (Australia).

The use of role playing and drama to impart civic awareness is popular in Bangladesh, where materials on civic awareness are read and acted out. Another method is the use of street theatre. An example is *Condo, the Clown* (Australia).

Folk media, including puppetry and shadow puppets are popular in Thailand, while role playing is often used in Indonesia. Demonstration is another method used in teaching agro-technology in China. In Bangladesh, the making of oral saline solution for diarrhoea is also taught through demonstration techniques.

### 6. Impact of the materials

The impact of some materials is quantifiable. In Australia's *PID Campaign*, for example, the effectiveness of the campaign materials may be judged from the number of toll-free phone-calls requesting information. The popularity of the materials is also reflected in the number of requests made by non-target group readers. For example, the *Aboriginal Fact Cards* were originally designed for use in only one Australian State. Later, other States requested them also. The same is true of a Chinese paper which was designed for one country in Human Province only but was later distributed to other counties.

The number of copies printed of a material may, to a certain degree, indicate the extent of its dissemination. The Department of Community Education (DIKMAS) in Indonesia produces 3,300,000 copies of supplementary materials and 6,000,000 copies of *Paket A* yearly. In China, materials are printed in the millions.

While the effectiveness of the materials can be quantified, the assessment of their impact is mostly carried out on a subjective basis. In Australia, the success of a material is reflected in the satisfaction expressed by users and their positive reaction to it as seen in readers lively engagement in discussions. Materials and activities concerning civic awareness are in great demand in Bangladesh. In Muslim communities, family planning is now accepted and promoted. Formerly a difficult task, the organization of women's groups for specific purposes in Indonesia has become much easier. Through *Paket A*, women have been motivated to gather at least once a month for some group activities.

The effectiveness of civic materials in China is reflected in the drastic decrease of the infant mortality rate in Human, following the introduction of immunization through the booklet *Believe in Science.*

### 7. Civic awareness of attitudinal change

Raising civic awareness among women involves introducing new attitudes or changing previously held ones. Education for this purpose therefore emphasizes materials and methods which generate attitudinal change in addition to merely presenting facts and figures.

In Australia, there is greater awareness of the dangers of sexually transmitted diseases and the responsibility of the individual to protect himself/herself, thus helping to control their spread. This attitudinal change is slow but it is being achieved by the use of multi-faceted media.

Materials which discuss issues such as the role of the wife and the value of housework by presenting the views of two to three people so that different attitudes are reflected are effective. They encourage readers to view issues from a wider perspective, thus increasing the likelihood of attitudinal change. A Thai comic book tells the story of a visiting man in conflict with a local farmer. The visitor manages to convince the farmer that his wife (the farmer's wife) works very hard.

A well-conceived story, in which people engage in arguments over an issue, is a more effective way of presenting a moral lesson than having the author prescribe the right attitudes to the readers.

Civic awareness issues can be dealt with through materials that initiate discussions or are thought-provoking. Some examples of such materials are games, role playing, discussions, and videos.

People need to be provoked into thinking about civic issues. Confronting people with issues in such a way that the issues become psychologically uncomfortable for them can be used as a springboard to bring about a change of attitudes. Authors and designers of materials may need to shock the user to bring about change. The change may take the form of personal growth or of an altered, perhaps enhanced, idea of self. However, confrontation has to be carefully handled. The facilitator needs to be experienced and

should be aware of the ways by which the material can influence different users, and how confrontation may be damaging to some readers.

Simulation games are generally considered an effective method of bringing about attitudinal changes by immersing users in real-life situations in which they need to make choices. Simulation games need to be well-managed by an informed facilitator who can manage not only the game-in-process but also the debriefing session which should follow each simulation activity. It is during de-briefing that participants make personal sense of the experience and emerge with a new understanding of themselves and their new attitudes to situations and issues.

Chapter Two

## SOME CONSIDERATIONS IN WRITING ON CIVIC AWARENESS FOR WOMEN

This chapter presents some considerations in writing on civic awareness for women. The guidelines are formulated based on actual experiences shared at the meeting. The three aspects of writing which are of concern to all countries are content and content selection, writing presentation, and illustration and layout. Where possible, examples are given from the actual materials presented.

### 1. Content selection

a) Content that is related to the needs and the lives of adult users represent real issues, that is, problems that users want to know about or to find solution to, e.g.:

- Pelvic inflammatory disease, which is the cause of infertility among women (Australia);
- Radio lectures on Mother and Child Care, discussing what to do during pregnancy (China);
- Diarrhoea prevention (Bangladesh); and
- Birth control methods (Indonesia).

b) Contents can also be related to principles, philosophies, ideologies, and so on. The examples reflected areas of national policy:

- The five principles of ideal citizens (Pancasila) of Indonesia;
- The national policy of a two-children family (Indonesia);
- The one-child-per-couple policy (China); and
- The prescriptive rules for young girls, as cited in *The New Daughters' Canons* (China).

**2. Content complexity**

a) Ideas should be presented as simply as possible and broken down into sections and sub-topics so that information is in digestible chunks (bite-sized pieces). However, some writers, such as specialists in law and medicine, argue that the over-simplification of vocabulary deprives an idea of its meaning, and that therefore some concepts need to be written in specialized technical language.

b) Illustrations (AV materials) can be used to help the readers read, as illustrations often convey more meaning than words.

c) It is important to keep the vocabulary as familiar/simple as possible because the readers must maintain a steady tempo to really understand what they are reading. Everytime a reader meets an unfamiliar word, he/she slows down and pauses. Frequent pauses while reading may make the reader lose the meaning of a sentence or a passage. The reader also loses interest and motivation: reading becomes 'too hard' to do.

d) The language which is easiest for neo-literates to read is their own language, as its vocabulary and sentence structure are familiar.

e) All subjects can be treated in interesting ways that will hold the attention of a large audience. Humor and other entertaining elements can be used. Some are culture-specific, as for example, rhymes and crosstalk in China and Bangladesh, songs in Indonesia, and slogans and mottos in Thailand.

**3. Cultural relevance**

The best way to ensure a material's relevance is *by consulting* the target readers about its content, language, illustrations, and format. *Streetwize Comics* and *Aboriginal Fact Cards* rely greatly on this method of content selection. However, this method is unlikely to be currently used in the production of materials designed to raise people's awareness of issues concerning national policies, philosophies, and principles. There is a belief in some countries that

serious subject matter needs a formal approach. This involves the use of high-flown terms, only a limited number of illustrations and an absence of humor. While serious subject matters can be treated formally, the language and illustrations should however keep the text easy to read.

Care should also be taken that the materials do not offend the target readers. For example, aboriginal women would rather see photographs of clothed people. They do not like drawings of female/male anatomy and find them too intimate and offensive.

In many countries, too, like China, Indonesia and Thailand, explicit mention of sex is considered offensive. In teenage Australian culture, it is acceptable to use very direct terms when referring to sex if the material concerned is to be considered by the readers as being authentic. In Indonesia and Bangladesh more subtle descriptions are used, such as holding up two fingers and then five when buying condoms.

Avoiding offence to the readers is particularly difficult if a single material or set of materials is designed for nationwide distribution. This means that the cultural differences between provinces, such as those in Indonesia, may be difficult to accommodate. For example, in most parts of Indonesia, the word 'butuh' means 'need', but in the Sumatran dialect, the word means 'male sexual organ'. Therefore, different regional groups in the same country may need different materials. In this case, there is a special need to involve each cultural ethnic group in the design of the materials. In the *Paket A* supplementary materials, for example, the needs and conditions of specific regional groups are identified and addressed. The more than 50 minority nationalities of China are provided with local-specific supplementary materials. The two booklets on marriage and divorce for women in Bangladesh are also based on the same principle. Therefore, one booklet is written for Muslims, while another is specially designed for Hindu women.

The experience in most countries in this study indicates that cultural taboos should be avoided where possible. For many of the countries, illustrations or mention of 'dogs' and 'pigs', for example, should be avoided.

While on the subject of the cultural relevance of content, an example from Australia is worth discussing. In Australia, the materials designed for teenage girls are different from those for older

women. Some example are *Sex: The Game* and *Streetwize Comics.* A similar consideration of the target readers' age group is also observed in China, where materials for teenage girls are more attractive and colourful, while simpler materials are produced for 'adult' women. The approach used in writing for teenagers is also different from that for adult women, including a more prevalent use of directives.

## 4. Text

### 4.1 *Words*

If a word is likely to be difficult to read, clues should be provided to unlock its meaning, including tips on pronounciation. In Bangladesh, a glossary of terms is provided. In Australian brochures, colloquial synonyms are presented in brackets following difficult words. Another way of presenting difficult words is to give a simply-worded story in the cartoons/comics and to have boxed sections on the same page to accommodate more technical details, as necessary.

The language should be current. "Bookish" words should be omitted. Foreign words are difficult for Indonesian or Thai readers. On the other hand, in Australia many indigenous words may cause new readers some difficulty. These include such words as who, where, why and when. Long words should be avoided if they are likely to present difficulties to the readers. Sometimes, this is done at the expense of the accuracy of the meaning.

The number of long, complex words per page should be limited and clues should be given where possible as, for example, through the use of pictures, a glossary, synonyms, and pronunciation tips. Some short words in English are more difficult to read than long ones. The names of people and places should be relevant to local use and to social-cultural conditions. An example is the Lebanese name, Hewaide, which is used in 'Diet Daze' (*Streetwize Comics*), to reflect the multi-cultural society of Australia. The names of local flora and fauna should also be used.

### 4.2 *Paragraphs*

At the paragraph level, the following reminders should be given due consideration:

a) Use short, simple paragraphs;

b) Use double spacing between paragraphs;

c) Avoid having too many paragraphs in succession, without illustrations or headings to separate them;

d) Put the most important information in the first paragraph, in case readers choose to read only the beginning and then skip or skim through the rest of the text. This reminder is more appropriate to newsletter/newspapers than booklets; and

e) Be prepared to 'break the roles' of paragraphing in order to avoid paragraphs that are too long. Be creative in writing paragraphs that are visually interesting. For example, use points rather than full sentences always. Put some key-words in capital letters or bold type, or in two colours, etc.

## 5. Layout and illustration

### 5.1 *Illustration*

In illustrating the materials, the following factors must be considered:

a) Illustrations should be integrated and selected and should enhance the text. Avoid illustrations that are contradictory to the text;

b) Illustrations should be action-oriented;

c) Illustrations should also be sensitive to cultural taboos; and

d) Photographs may be preferable in cultures where photography is considered a more 'mature' form of illustration than drawing, such as Australia.

In some materials, the illustrations convey so much information that the reader does not really need to read the text. This is the case for example in Thailand's *Brochure on Basic Health Care*. The Australian brochures on safety in the home and nutrition require the readers to interpret the text through ticks and crosses. The flip charts from Bangladesh and China's family planning material only require minimal reading skills.

5.2 *Layout*

The following points should be considered in layout design:

a) The print should be larger than that in ordinary materials;

b) The font should be uniform;

c) Spacing
- percentage of white space should be more than normally used in regular printing
- balance between picture and print (the ideal is 75 per cent picture, 25 per cent print)
- Narrow columns, as found in newspapers, are difficult to read for neo-literates, therefore, broad columns with across-the-page print should be used.

d) Colour
- colours should be appropriate to the target group
- colours should be realistic and lifelike
- colours should be natural and harmonious

In summary, two points are worth remembering concerning layout:

a) It is important to give contextual clues to the readers before they start to read the body of text through illustrations and headings.

b) Each page should look attractive.

Chapter Three

# COUNTRY EXPERIENCES ON CIVIC AWARENESS AND MATERIALS FOR CIVIC EDUCATION

## AUSTRALIA

The estimated population of Australia as of June 1986 was 15,900,400. Of this population, 88 per cent are urban dwellers. Settlement is mostly on the fertile coastal plains. An estimated 150,000 of the Australian population are Aborigines and one in four is either a migrant or the child of a migrant.

The extent of illiteracy in Australia has yet to be accurately established. In the report *Towards a National Language Policy* (1982), it is concluded that "by world standards, Australia is a highly literate community in the sense that the overwhelming proportion of the population can read and write"[1] Unesco figures (1986) reflect this conclusion, identifying only 0.9 per cent of adult females (15 + years) as illiterate.[2]

As a balance to these figures, two studies on adult illiteracy conducted in Australia place the percentages of those who are either illiterate or only marginally literate at higher level. The Goyen study (1977) estimated that 10 per cent of Australian adults are illiterate.[3] The Bourke et al study (1982) estimate that up to 20 per cent of the adult population has difficulty reading the kinds of print materials needed to function with east in Australian society.[4]

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1. Commonwealth Department of Education, 1982. *Towards a national language policy.* p. 4.
2. Unesco Principal Regional Office for Asia and the Pacific, 1986. *Education in Asia and the Pacific* (poster).
3. Goyen, Judith D (1977). *Adult illiteracy in Sydney,* Occasional Paper No. 1, Australian Association of Adult Education, Canberra.
4. Bourke, S.F., Mills, J.M. Stanyon, J. and Holzer, F., 1981. *Performance in literacy and numeracy; 1980.* Canberra: Australian Government Printing Service.

While there are no accurate figures on the extent of illiteracy and neo-literacy (marginal literacy) in Australia, however, it is clear that the literacy skills of the migrant communities and the Aborigines within the country are lower than the literacy skills of the general population. As well, within the general population, there are adults who are native-born Australians who cannot read well for all sorts of reasons, such as interrupted schooling, or undiagnosed vision problems at the time reading and writing were taught at school.

Limited literacy for any Australian adult means that his or her access to printed information across all areas is reduced. For this reason, it is essential that both government and non-government organizations who publish materials that might broadly be called 'civic education materials' make these materials as easy to read as possible and take into account the cultural sensitivities of ethnic groups and of aborigines.

Civic educational materials for women and girls in Australia deal primarily with issues of female health and sexuality, including contraception, sexually transmitted diseases, drug taking, pregnancy, puberty and nutrition. Most of the materials are written first of all in English whereupon some of them are translated into the most common community languages.

Some organizations and institutions publish civic education materials written in a way that clearly demonstrates an awareness that some members of their adult and adolescent target groups cannot read easily. The Tasmanian Health Department, for example, has produced two quality brochures, one dealing with safety in the home and the other with nutrition. The brochures are totally pictorial with the reader needing only to recognize a tick (✓) and a cross (x) to understand the information provided. Other organizations and institutions appear to have a great concern for the provision of technically accurate and comprehensive information but little concern for presenting this information in a way that can be read by those who are only marginally or newly literate. In such materials, the syntax is complex, the vocabulary sophisticated and the layout often resembles a mass of print with little white space and few illustrations.

The common forms in which civic education materials are presented in Australia are the booklet, brochure, pamphlet, and poster. In this study of Australian materials, some of the more

innovative programmes and approaches that go beyond the production of such items as a brochure have been discussed and analyzed. These more innovative materials include a game, a campaign, a series of information cards, a four-visit programme conducted in factories and a series of comics.

None of the five sets of materials to be analyzed were designed primarily as literacy materials. Rather, they have been designed to raise the civic awareness of girls and women, particularly in the areas of female health and sexuality. The five sets of materials were chosen for analysis, however, not just because each is innovative but also because, as part of the design and delivery, each takes into account the fact that not all members of the specific target group can read or read easily.

### Aboriginal women's health series fact cards

*Target group*

Because of 200 years of white settlement in Australia, the Aborigines have become a disadvantaged minority group.

There are currently initiatives by both the Australian Federal and State Governments and the Aboriginal people themselves to redress the situation. However, the Aboriginal community as a whole is still one in which there is greater poverty, less education, poorer health and lower literacy levels than is true for the general white population.

The *Aboriginal Fact Cards* were developed in the first instance for Aboriginal women and girls living in Coffs Harbour, a town on the east coast of Australia. The target group wanted print information about female health and sexuality but wanted this information to be culturally appropriate and simply written.

*Description of the material*

The Fact Cards were developed with help from the Department of Aboriginal Affairs, which have funds for the project to three health organizations operating in Coffs Harbour. (Aboriginal Health Service, the Family Planning, the Women's Health Centre). The materials were first released in March 1977 and have since been distributed to areas throughout Australia where there are large Aboriginal communities.

*Turkish WICH educator, Hatice, using leaflets within a factory canteen session*

Photo: Gillion Shedwich

*Serbo-Croation WICH educator teaching Serbo-Croation women in a factory canteen*

Photo: Gillion Shedwich

Extract from: "Diet Daze," Comic No 10, page 10, prepared by Streetwize Comics.

...I KNEW MONA WANTED TO TALK TO ME. BUT I HAD THESE STUPID SONGS SPINNING AROUND IN MY HEAD - I COULDN'T THINK !!!
YOU LOOK SICK HEWAIDE...
DONUTS
HEY! - HOW COME YOU DON'T EAT ANYMORE ?? - YOU'RE SO SKINNY!
I DO EAT MONA - I'M GETTING FAT!
- ARE YOU GOING TO THE LEBANESE CONCERT ON FRIDAY NIGHT?
.... WELL - IF IT'S GIRLS ONLY - THAT SHOULD BE O.K. - YOU KNOW HOW STRICT MY DAD IS - NOT LIKE YOUR DAD!!
YOGHI
WINTER SALE
...SKINNY... NO - I FEEL FAT AN' UGLY!
WINTER SALE

*A page from "Diet Daze", Comic No. 10, prepared by Streetwize Comics*



BEST COPY AVAILABLE

either from your doctor or at a sexually transmitted diseases clinic – as genital infections can now be quickly treated by antibiotics in the form of tablets or capsules.

It is very important that you take the full course of treatment prescribed and do not have sex until you have finished the full course.

It is also important you contact your partner or partners and inform them. They must be checked and treated, too – otherwise they run the risk of either re-infecting you or infecting someone else.

Only in severe cases is PID treated in hospital.

*A page from* PID, What is it?



BEST COPY AVAILABLE

Each card is of high-quality, textured fine cardboard measuring approximately 25 cm. by 15 cm. The topics covered (one per card) are contraceptives ,pap smear, sexually transmitted diseases (the pox, or, the jack), breast self-examination, getting your tubes tied (sterilization), the IUD and the pill. The colours used are those with which aborigines identify red, yellow and blacks.

*Language elements:*

One Fact Card, the IUD, is analysed:

**Strengths**

- The sentences are generally short.
- Most sentences begin on a new line with one idea per sentence per line.
- There are never more than five sentences or ideas grouped under one heading. The information is therefore in compact sections.
- The headings are short and colourful. They clearly indicate the way in which the information is structed.
- Medical terms are kept to a minimum.
- Much of the language is colloquial, that is, it is spoken language written down. The words are therefore likely to be familiar.

**Weakness**

- There are no real ways in which word choice, sentence structure or sentence groupings could be improved in these *Fact Cards.*

*Non-language elements*

**Strengths**

- The card format is durable, portable and modern.
- The quality of the card makes it attractive.

- The colours used are of the Aboriginal flag (black representing the Aboriginal skin colour, red representing the colour of their land and the blood spilled defending the land, and yellow representing the sun that gives life and light). Aboriginal women find reading materials in these colours meaningful.
- There are no diagrams of female anatomy. Diagrams can be embarassing in the Aboriginal culture as they can be too intimate. Instead, the photograph is of clothed, happy, healthy Aboriginal women.
- The layout is well planned. There is a good balance between text and space.

**Weakness**

- The print size is relatively small. This could make the sentences more difficult to read for some readers, particularly those who have bad eyesight as well as difficulty in reading.

*Impact of the material*

**Quantitative measures of impact**

- The materials were developed for a local target group of Aboriginal women but because of demand are now distributed nationally. This spread of distribution is a measure of the success of the materials.
- A tentative application for additional funding to develop further cards in the series has been encouraged, which is also an indication of the success of the first series of cards.

**Qualitative measures of impact**

- Health educators report that the cards have been very well-received and are being read and acted upon.
- As this is one of the few high quality sets of material to date designed specifically for Aboriginal women, it is likely that the material will have a strong impact on the target group because it fills an identified gap by providing appropriately prepared, non-formal, educational materials.

**The WICH programme: women in industry, contraception and health programme**

*Target group*

One in four Australians is either a migrant or has migrant parents. Many migrant women living in urban areas are engaged in relatively low-paid factory work. They often have limited access to the sort of civic information that might well lead to a more personally comfortable way of life. Their access to such information is limited in part because they are unfamiliar with the way laws, bureaucracies and services operate in Australia and in part because culturally appropriate materials and programmes are not readily available in forms they can read or take part in.

The WICH programme in the city of Melbourne involves visits by bilingual educators to factories where migrant women work. The purpose is to give these migrant women information about and opportunities to discuss issues associated primarily with women's health but also to provide them with information about occupational health and safety, sexual harassment, and basic civil and industrial rights. While some of the migrant women are literate both in their first language and in English, many others do not read easily in their own language and have very limited skills in reading material written in English.

*Description of the programme*

The WICH team of bilingual educators accompanied by a factory co-ordinator visits factories and present a four-session programme to groups of women who are all from the same cultural/language background. The sessions are usually held in the factory canteen during the women's half-hour to one-hour lunch period.

During the four visits, the bilingual educators talk, use models and audio-visual material, initiate discussions and hand out printed brochures. The areas covered focus primarily on women's health (contraception, breast self-examination and pap smears). In the final session, in particular, general matters of women's well-being and workplace issues are raised.

*Language and non-language elements*

**Strengths**

- The information is given primarily in non-print form, that is, through talks, discussions, models and AV materials.
- The information is given by an educator who is sensitive to the cultural and linguistic needs of the group.
- The learners can use the sessions to ask about health and industrial and civil issues other than those that the educator had planned to raise.

**Weaknesses**

- The printed brochures distributed are often those produced by organizations other than WICH. They are not always culturally appropriate and are often difficult to read.
- The venue (factory canteen) is not always an ideal place in which to run sessions.
- Certain language groups are commonly large, which makes individual tuition and group discussion more difficult.

*Impact of the programme*

**Quantitative measures of impact**

- The WICH organization, which began in 1977 as Action for Family Planning (AFP), continues to grow and attract both funding and other forms of community and government support.

**Qualitative measures of impact**

- The WICH team interviewed as part of this study spoke of the positive responses of the migrant women in the factories. Typically the migrant women indicated that this was the first time anyone had explained questions about their health in a way they could understand. Some also said that they either could not read or would not have time to read health brochures and so valued the information because it was given orally and through audio visual media.

## The PID campaign: pelvic inflammatory disease campaign

### *Target group*

"Up to 10 per cent of young women in Australia carry organisms which can cause the two most common forms of PID. These are Chlamydia and Gonorrhea".[1]

The primary target group for the PID campaign was 15 to 30 year old women and their partners. The campaign aimed to make them aware that PID is a major cause of infertility in women and that it can cause ectopic pregnancy and severe abdominal pain.

### *Description of the campaign*

The Pelvic Inflammatory Disease Campaign was conducted in the State of Victoria in 1986-1987, sponsored by the Victoria Health Promotion Unit. It was a highly successful, multi-faceted campaign involving brochures, booklets, posters, radio information and advertising on the sides of trams and buses. Moreover, there was a toll-free phone message, free material such as condoms and cards to give partners to state that a person has contracted a sexually transmitted disease, a video around which educational sessions were designed and, at the launch of the campaign, street theatre, featuring, for example, *Condo the Clown.*

Those in the target group who were unable to read or unable to read with ease were helped to have access to the information on PID in part because so much of the information was given in non-print form (on the radio, through videos, and the toll-free telephone message). In addition, there were both language and non-language features of the primary booklet used in the campaign *PID: What Is It?* which made this booklet attractive, especially to the younger women in the target group.

Although the booklet was not primarily designed for reading, parts of the case study were very simply written.

The booklet *PID: What Is It?* is analysed below.

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1. Venerology Society, in consultation with the Royal Australian College of General Practitioners and the Health Promotion Unit of the Health Department of Victoria. *PID is . . . information for doctors*, (1986 brochure).

*Language elements*

**Strengths**

- The sentences were generally short and simple, especially in the case studies.
- The paragraphs were usually short (one to three sentences only).
- The language used was often colloquial speech, particularly in the case studies.
- Medical terms were used minimally in most of the booklet and were virtually avoided in the case studies.

**Weakness**

- Some sentences syntactically complex and contained 'difficult' words. An example is "Chlamydia Trachomatis is the most usual cause of non-specific urethritis (NSU) in men and non-specific genital infection in women".

*Non-language elements*

**Strengths**

- Much of the campaign material was via non-print media. This is a strength in that the illiterate and marginally literate adult was able to listen to and watch, rather than read, the information.
- In the booklet *PID: What Is It?*:
  a) There was striking visual impact because of the colours used. The pages were black and glossy with red and white writing, giving the booklet a very modern image.
  b) Another good effect was the photograph of a denim-wearing adolescent couple looking concerned and taking action by making a phone-call (presumably to the toll-free number to find out more about PID).
  c) The paper used in the publication was of high quality.
  d) The layout was dramatic, with the headings usually in red with a hand-written rather than typed appearance. The cover is very striking, almost aggressively so.

**Weaknesses**

In the booklet *PID: What Is It?*:

- Some pages were cluttered, with insifficient space between the units of information.
- On the cluttered pages, the strident colours made the page look confusing. The second-level headings in fine, capital-letters were especially difficult to read.

In the non-print materials:

- There are no apparent weaknesses in other aspects of the campaign although the campaign organizers were disappointed that there was not more media support in the form of radio interviews, magazine articles and news coverage of the campaign launch.

*Impact of the campaign (First seven months: September 1986 - April 1987)*

**Quantitative measures of impact**

- More than 20,000 calls were made to the pre-recorded phone message which gave information about PID and contact agencies for those wishing to have a PID check-up.
- More than 10,000 of the *PID: What Is It?* booklets (non-English versions) were distributed. The booklet was translated into Arabic, Croation, Greek, Italian, Serbian, Spanish, Turkish and Vietnamese.
- More than 17,000 of the posters *If You Have Sex Do You Know About PID?* were displayed.

**Qualitative measures of impact**

- The campaign is still attracting interest despite the fact that it is officially over.
- The campaign is very obviously exciting in that it is high-quality material precisely targeted at a given group of Australian women.

**Sex: The game**

*Target group*

The target group of this game are young adolescent girls living away from home in places such as Youth Refuges. Generally these girls have left or run away or have been driven away from their homes because of family friction, neglect or abuse. Youth Refuges are homes funded by government and community agencies and are self serviced and/or staffed by social workers, youth workers, health educators and members of various women's groups.

The adolescent girls in Youth Refuges are particularly in need of accurate information about sex and sexuality because they are often emotionally vulnerable, are often already sexually active, and may be without informed adults (parents, guardians) in their lives who can give guidance and information.

*Description of the game*

This board game was designed by a Sydney-based Health Educator (Lyn Stoker), to be played by three to six adolescent girls or by teams of adolescent girls. This game is still in the proto-type design stage and is being modified as evaluations are completed.

The primary aim of the game is to stimulate discussion about aspects of female and male sexuality. It is recommended that the game always be played in the presence of a health educator or some other appropriately qualified professional person. This is so that the health educator can expand on the answers to the game's questions, which are given in written form, help dispell myths, help answer tangential questions generated by the game and handle sensitively and professionally any powerful negative responses that the game might trigger for a participant. Some examples are memories of incest or an aborted pregancy.

One of the reasons that a board game was chosen as the most appropriate vehicle through which to teach adolescent girls in Youth Refuges about female and male sexuality was that the game can be played by girls whose literacy skills are recent or marginal. The health educator who designed the game recognized that many of the girls in Youth Refuges are unable to read well enough to gain appropriate information about sexuality from traditional print sources.

*Language elements*

**Strengths**

- The game requires little reading. The question cards are generally written using simple sentences and words, especially those questions requiring only a True/False answer.
- If the reading is too difficult for individuals, the health educator can quickly reorganize participants into pairs or teams of strong and weak readers.

**Weakness**

- Some of the multiple-choice questions are difficult to read because they are in four parts and because they often ask the meaning of technical terms, such as 'amenorrhea'.

*Non-language elements*

**Strengths**

- The game focuses primarily on the discussion of the answers, not on the reading of the questions and answers.
- The board is vibrant in colour, exciting to look at and is portable because it is made of thick but easy-to-roll plastic.
- As there are approximately 200 questions of which only 10 to 15 are encountered in any one game, the educator can choose to play only with easy-to-read questions if some players have poor literacy skills.
- The game involves active participation and is fun to play.
- The questions deal with attitudes to homosexuality, masturbation, the use of tampons as well as information about Acquired Immune Deficiency Syndrome (AIDS), contraception, menstruation and so on.
- The health educator supports her oral answers with models of reproductive organs, diagrams and sample contraceptives.

**Weakness**

- The board is exciting but busy. It could initially be confusing for participants.
- The four diagrams on the corners of the board are very explicit diagrams of female and male sexual organs. These diagrams are part of the game but their explicitness could be too confronting for some participants.

*Impact of the game*

**Quantitative measures of impact**

Not available.

**Qualitative measures of impact**

- The game has been very well received by the target audience in the main because it treats female and male sexuality with complete openness and honesty.
- Health educators often find that the same group of adolescent girls want to play the game until they feel they have gained sufficient knowledge of the considerable amount of information it offers.

**Streetwize comics**

*Target group*

Within the adolescent population of Australia, there are many teenage subcultures. The *Streetwize Comics* are designed specifically for economically and/or socially disadvantaged adolescents although other adolescents often also enjoy reading them. The writers recognize and address the fact that many disadvantaged adolescents are only marginally literate by making adolescents who are strong and clever but illiterate the protagonists of the comics.

*Description of the material*

The *Streetwize Comics* production team saw the need to raise the civic awareness among disadvantaged adolescents of issues such

as arrest, vandalism, drugs, racism, social security benefits, illiteracy, discrimination, harassment, incest, and the law.

The team also recognized that it would need an alternative medium to the traditional brochure or booklet. This was because many adolescents, but especially those who are disadvantaged, reject traditional materials because these are difficult to read and/or because they do not approach issues from a true-to-life angle but are often written in a technical and authoritarian tone.

There are currently eleven *Streetwize Comics*, which have all been produced by the Redfern Legal Centre (Sydney).

*Language elements*

**Strengths**

- The sentences are simple.
- The language used is the colloquial speech of adolescents rather than the more formal written form of English.
- The vocabulary is current and topical, including contemporary slang.
- There is only a small amount of written dialogue in each speech balloon.
- Additional information, such as names and addresses of relevant contact agencies are given in a square-shaped, boxed-in section that can be skipped by the reader who is primarily interested, in the first instance, in reading the story in pictures.
- Some issues of the comics are designated as 'Easy-To-Read' editions. These use few words and the drawings are simpler and bigger. The reader is also helped to follow the storyline because arrows are used to direct her/him from one comic box to the next.
- Punctuation marks are often used to replace words or sentences, for example, when indicating surprise.

**Weakness**

- There are no obvious points of weakness because language usage is controlled very carefully and 'tested-out' on adolescents in field trials before each comic is finalized and printed.

*Non-language elements*

**Strengths**

- The pictures are excellent. They carry much of the storyline and so relieve the reader of the need to read every word.
- The stories reflect not only real issues confronting adolescents but also reflect the fact that Australia is a multicultural society where both black and white Australians and migrants live.
- In the 'Easy-To-Read' editions the page colour is pale yellow, which makes an easier contrast with the black print than does white and so facilitates reading.
- In the 'Easy-To-Read' editions, unavoidable but possibly difficult words often are broken up into syllables to help the reader to 'sound out' the word. For example, 'understand' is written as un-der-stand.

**Weaknesses**

- Some of the pages are very busy. The amount of pictorial detail, some of which is fun but extraneous, might make the page seem overwhelming to an adolescent with marginal literacy skills.
- The majority of the comics are in black and white only, which keeps costs down but lessens the quality of the finished product. Colour and page gloss would make the comics much more attractive.

*Impact of the material*

**Quantitative measures of impact**

- Production remains high (typical print-run is 100,000 copies per edition).
- The comics began as the initiative of one State of Victoria in 1984, but after three years the comics are now being regularly distributed to all Australian states and territories.

**Qualitative measures of impact**

- Numerous Australians who hold positions of significance in areas such as education, law and prevention of sexually transmitted diseases have made public statements in support of the comics. An example follows:

  *"Streetwize Comics are an extremely valuable and useful way to get information to young people.*

  *Streetwize lets them know what their rights are. These young people are particularly vulnerable to prejudice and discrimination and are often those least able to defend themselves".*

## BANGLADESH

A low-lying country, Bangladesh encompasses an area of 143,998 sq. kms. and is surrounded by India except for a short southeastern frontier with Burma and a southern deltaic coastline that faces the Bay of Bengal. In 1985, Bangladesh had an estimated population of 100.6 million.

The country's adult literacy rate is shown below:

| | | |
|---|---|---|
| Adult literacy | (15 + years) ..... | 31.1% |
| Female literacy | (15 + years) ..... | 22.2% |

In the case of women, the literacy level (22.2 per cent) is alarmingly low. Rural women who are in the lowest strata of society, due to their extreme poverty and total lack of civic awareness, are in the worst position. They have been neglected and poorly treated throughout the ages, and are subject to social injustice of every kind. In order to release them from a deplorable level of existence, rural women should be provided with a minimum level of education to at least make them aware of their legal rights, the importance of health and nutrition, and so on.

As an independent nation, Bangladesh seeks to attain self-sufficiency in all aspects of socio-economic life. With a view to accelerating the development process which the government has embarked upon, various development programmes are being carried out throughout the country. Recognizing that national development depends on the economic; well-being of all citizens including women, the government has accorded Bangladesh women an important place in the society, enabling them to participate in national development programmes. A full-fledged Ministry of Women's Affairs has been established in order to enhance woman's role in society.

Apart from the Women's Affairs Ministry, other organizations under various Ministries are concerned with rural development and women's development. These are the following: Bangladesh Rural Development Board (BRDB), Bangladesh Small and Cottage Industries Corporation (BSCIC), Grameen Bank (GB), Bangladesh Aca-

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1. Source: Education in Asia and the Pacific, Unesco/PROAP 1987.

demy for Rural Development (BARD), and National Academy for Fundamental Education (NAFE).

A large number of NGOs have been participating in development activities and are also seeking to incorporate women, especially rural women, in development activities, including income-generating activities and literacy programmes. Since literacy programmes by themselves cannot attract poor rural women, most NGOs are combining literacy programmes with income-generating activities, and are introducing farming organizations among the women. For example, the Grameen Bank (a rural bank) is giving small loans to groups of five women to enable them to start a business. The bank is also encouraging its female clients to sign their names and to read simple information.

With the support of government agencies and NGOs and through the facilities 44,000 primary schools, Bangladesh conducts its campaign against illiteracy. Drop-out rates from the primary schools are high, especially among girls and women in rural areas. At the same time, the birth rate is increasing. Due to the intermittent nature of the mass education programme run by the Education Ministry, the literacy level remains very low, particularly among women. Women are also lacking in civic awareness, particularly of their rights and duties and the provisions and facilities available to them.

Some NGOs print and distribute easy reading materials for neo-literates. Due to the lack of reliable statistics, it is difficult to ascertain the number and percentage of neo-literates in the country. Based on information in different kinds of available materials, such as newspapers, newsletters, booklets, charts, and posters, the number of neo-literates is considerable.

Following an invitation from the Unesco Regional Office, under Unesco Sub-programme 11.4.2 (promotion of General Access to Education for Girls and Women) the following brief survey of existing literacy materials for women on civic education was conducted and six selected materials on the subject analysed. Unfortunately, there exist very few materials that impart civic education to women through a literacy or post-literacy programme. Also, booklets and reading materials are difficult to segregate. The writer collected about a hundred booklets, charts, stickers, and similar objects. She

conducted a survey of 32 of the materials and an analysis of five, choosing those which contained elements of civic awareness among women, particularly women who are learning to read or are able to read and extract information from the text that they are reading.

### Muslim Women's Legal Rights on Marriage and Divorce

*Target group*

Muslim women are not aware of their legal rights, as laid down by Shariat Law, most of whom are illiterate.

*Description of the material*

This booklet contains salient features of Muslim law regarding marriage, divorce, maintenance, and other related matters. The main objective is to create awareness among suffering women about their basic legal rights so as to enable them to seek justice if their legal rights are violated. Basic information related to the following crucial issues is provided:

Marriage
Dowry
Maintenance
Polygamy
Restitution of conjugal rights
Divorce (Talaq)
Remarriage
Guardianship and custody
Inheritence Law and Rights to Property
Dowry Prohibition Act of 1980
The Cruelty to Women (Deterrent Punishment) Ordinance 1983 and Family Courts Ordinance 1985

Muslim women are also placed at a disadvantage by the complex rules on marriage and divorce. Even educated women are not fully aware of their legal rights regarding marriage and divorce. In this respect, this booklet has made a major breakthrough in civic education on the rights of women as provided by Muslim Shariat.

*Child rearing is a common subject in post-literacy materials for Bangladesh women.*

Photo: UNICEF/J. Laure



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The discussion concerns the life and existence of women and their children. The knowledge and information presented will be particularly useful for tortured, deprived, and battered women, and will find universal acceptance among the target group.

This booklet contains 20 pages. The size is 10" x 5".

*Language elements*

**Strengths**

- The language is simple and clear, unlike other law books. The use of the second person, that is, addressing the reader as 'you' while dealing with questions of acceptability of personal law, has contributed much to the general acceptability and popularity of the booklet, especially among the target group. This technique of using the second person has given the booklet an intimate appeal, which will help in establishing active interaction with the readers.
- The author, herself a lawyer, has selected the main issues of the complicated legal literature and presented them for the benefit of ordinary women. This effort of imparting civic education is done through simple language.
- Literate women who seek some explanation about legal matters concerning marriage and related matters will find this booklet a useful reference.

**Weakness**

- To make the information clearer to the target audience, the language needs to be further simplified, using easier words and terminology.

*Non-language elements*

**Strengths**

- The layout and printing are good and the paper used is of fine quality. The cover is made of yellow art card which has three snapshots of a Muslim marriage scene. Another one is of a courthouse, showing a woman with two children

in the witness box before a female judge and a female lawyer pleading her case.

- The court house scene is significant. From this illustration women will learn that in the court of justice, there are female judges and pleaders and they can go to the courts if needed. There are women who will help them in legal matters.
- The bright yellow cover and the black illustration is an attractive combination.

**Weakness**

- The print is not big enough for the neo-literates to read easily. The size of the booklet is not handy. The colour and the illustrations are dull, except for those on the cover.

*Impact of the material*

This booklet was published by a voluntary organization called Women for Women. Thousands of copies have been distributed to women. A cell has been opened in the Ministry of Women's Affairs to attend to women's allegations of wrongdoing by their husbands and inlaws. After the publication and distribution of this book, the number of reported cases of offences against women increased and many women are now receiving justice.

**Birth control pills.**

*Target group*

Village women of low literacy level.

*Description of the material*

This is a 20-page pictorial booklet on the "why, when, and how" of birth control pills as an easy and safe method of contraception. The step-by-step procedure is illustrated.

This booklet aims to motivate village women to use birth control pills and instruct them how and when to take the pills. Its scope is limited to the use of oral pills as a contraceptive measure.

The text is presented in the form of descriptive suggestions. Reactions that may occur while using the pills and the remedy for such reactions are also described.

*Language elements*

**Strength**

- The booklet contains pictures and short texts written in simple and easy language. Directions on the intake of the pills are easy to follow. Women who are able to read will be able to follow the directions in the manual.

**Weaknesses**

- The booklet does not address the target group directly. Further efforts could be made to ensure that the words and the sentences can be easily understood by neo-literates.
- Women who are not able to read cannot benefit from the directions in the manual.

**Strengths**

- Every page of this booklet contains large illustrations which are simply and briefly explained. A red line separates the illustration from the text. The booklet is printed in black and white.
- The printing of the text is good. The print is big, and thus facilitates reading. One of the illustrations shows women carrying water pitchers and husking rice in a typically Bangladeshi manner. This illustration conforms with the socio-cultural context of Bangladeshi village women.

**Weakness**

- The cover is soft and plain and carries a picture of a packet of pills. The title runs across a red-lined box. Altogether the cover could have been made more attractive and eye-catching by printing it in colour. The black cover bears an illustration showing two girls and the slogan "Two children are enough". It is also neither attractive nor appealing.

*Impact of the material*

Formerly, the Bangladeshi people were not familiar with modern methods of contraception. However, the sincere efforts by field workers of the I.E.M. unit of the Ministry of Family Planning Education have reached the interior villages. Rural mothers are now acquainted with oral pills as one of the safest methods of birth control. As a result, the country's birth rate is slowing down. The 1982 census recorded an average annual population growth rate of 2.77.

**Prevent diarrhoea.**

*Target group*

Rural mothers/health workers.

*Description of the material*

These are flip charts describing symptoms of diarrhoea and its prevention. Seven important points regarding the prevention of diarrhoea are presented using enlarged, multi-colour pictures. As the literacy level of the rural women is very low, these enlarged pictures enable them to follow directions and instructions.

The main purpose of this material is to assist health workers in establishing two-way communication with rural mothers who suffer frequent bouts of diarrhoea, an ailment that causes havoc in rural villages and results in a high death toll, especially among children.

*Language elements*

Strengths

- Instructions regarding diarrhoea prevention are provided step-by-step in the flip charts. First, they teach that diarrhoea causes severe loss of salt and water from the human body. Such losses must be replaced by oral saline.
- The flip charts clearly explain the symptoms of diarrhoea and apart from pictorial presentations, contain relevant text. The charts serve a dual purpose, that is, to teach the trainer while also teaching the target group, whose reading skills are just starting to develop.

**Weaknesses**

- Though very common, diarrhoea is a serious disease. Ir formation about its symptoms and prevention is essentia for the millions of village dwellers. While the flip chart are simple enough, they can still be further simplified
- The charts are mainly intended for field workers' use amon the village women. Their indirect way of presentatio hinders direct communication with the target group. Th reading capacity of neo-literate persons is not adequat and they need materials that address them directly, an influence them to act accordingly.
- The seven preventive measures against diarrhoea are no presented in a logical sequence.

*Non-language elements*

**Strengths**

- This set of flip charts measuring 13" x 10" is neatly spiral bound. It opens wide and can be changed for different demonstrations. The text is printed on white cards, with the illustration on one page. The pictures are in full colour.
- The illustrations in the instructional charts represent the life and culture in Bangladeshi rural society. Readers are pleased to see themselves depicted in the charts, and there is little chance of the materials being rejected by the audience. Finally, superstitious beliefs connected with diarrhoea are reduced as the causes of diarrhoea are clearly explained through pictures.

**Weakness**

- The illustrations are not accompanied by text. The surroundings depicted in the illustrations are very gloomy and devoid of trees or foliage.

*Impact of the material*

Diarrhoea results in a heavy death toll in Bangladesh every year. As living conditions and sanitation levels are very poor, villagers, especially the children and women, suffer from diarrhoea frequently.

The diarrhoea control and prevention programme launched by the Bangladesh Rural Advancement Committee (BRAC) has been very successful. In recent years, diarrhoea has been controlled to a great extent. This set of flip charts along with other supplementary and follow-up materials, including radio and television broadcasts, have contributed much to the prevention and control of diarrhoea and related diarrhoea diseases such as cholera and dysentery. People in rural villages have learned how to prepare and use oral salines, based on these charts.

### Nutrition for Mother and Child

*Target group*

Pregnant mothers who lack knowledge of nutrition.

*Description of the material*

This illustrated booklet is aimed at imparting knowledge and information regarding nutrition to pregnant women. Breast-feeding baby foods and other important topics, for pregnant women are incorporated in this easy reading material, which is particularly helpful to village women with poor literacy skills.

As the title suggests, the scope of this health bulletin is the teaching of mother and child nutrition. It also includes precautions during pregnancy, such as not carrying heavy loads and not husking rice, and stresses that giving breast milk to a new born baby helps in building its immunity.

For a start, the illustration shows a family planning worker explaining the value of nutritious food to a pregnant woman. The next page stresses the same fact, using a picture of a plant that is cared for and another that is not. A comparison is drawn up between healthy pregnant women and those who are not. Pregnant mothers who do not take sufficient amounts of nutritious food weaken and give birth to weak children. It can be said that the text is presented to the target group in an acceptable sequence. After stressing the need for different kinds of good food, the booklet suggests that the child be fed semi-solid, mixed food along with breast milk when it is six months old. When the child is one-year old, all kinds of normal food, as others in the family eat, can be served. Information is presented step-by-step.

*Language elements*

**Strength**

- This is a pictorial booklet consisting of 12 pages. The text on each page contains some 20 words and is placed at the bottom of the page. Those who can read well will find little difficulty in following the written text.

**Weakness**

- The text can, however, be a little difficult for those whose reading skills are poor.

*Non-language elements*

**Strengths**

- The purpose of this illustrated booklet is to teach pregnant women about the importance of nutritious food for mothers and their children. Specifically, the need for breast feeding and a soft, mixed diet for children who are six months old is emphasized. This booklet is meant for reasonably literate village women. The illustrations on each page facilitate the communication of ideals. Cross marks in red indicate activities not suited to pregnant women. Negative signs placed over pictures also help the readers understand the message. The technique is as good as direct communication using pictures or sign language.
- The illustrations are realistic. The format of the booklet and the paper used are fine. The cover is attractive and eye-catching. The visual presentation throughout the booklet has a persuasive effect upon the readers.

*Impact of the material*

Children and women, especially village women, suffer much from malnutrition. Thousands of copies of this booklet on nutrition for mother and child have been distributed to pregnant mothers and future brides. Field workers have been trained to go to the villages and help village women who have very little access to civic education of any kind. In order to provide rural women and their children with

adequate information about food and nutrition, they have introduced the subject through literacy programmes and have been monitoring the food intake of pregnant mothers. They are also teaching women to give a balanced diet to their babies.

Many other government and non-government organizations are contributing to the civic education of rural women regarding food, nutrition, and child care. As a result, infant mortality has been considerably reduced: The infant mortality rate per thousand in 1985 was 125 as compared to 19 per thousand in 1982.

These reductions are due to a great extent to expecting mothers' increasingly nutritious and adequate diet.

### Golap Banu and others

*Target group*

Neo-literate rural women who need reading material reflecting the activities of women with leadership qualities.

*Description of the material*

Golap Banu and others are reading materials in the form of stories presenting the real-life experiences of seven poor village women struggling for survival and self-reliance through hard work and strong determination. The seven women earn their own livelihood and show signs of leadership. The stories serve as a source of inspiration for poor village women working their way towards self-help activities. They are taught new ways by which to fight starvation and shake superstitious beliefs and taboos.

This booklet is to be used by social workers to encourage poor village women who are just learning to read through the help of the Village Education Resource Center (VERC) in Savar near Dhaka to participate in the development activities of women in the village areas of Savar. At the same time, these stories serve as post literacy reading materials for those who have learned to read and need to increase their reading skills through suitable materials.

This material can be used in any part of the country as it contains descriptions of typical village life, problems of poverty, and the helplessness, struggle, and success of women.

*Language elements*

**Strengths**

- The text is simple. It describes day-to-day experiences of typical village women in their common social and cultural setting. The language used in the booklet is not very difficult and readers are able to understand the message easily.
- The main purpose of this reading material is to present actual conditions of women who have successfully risen above unfavourable situations through self-help activities and by joining useful organizations. The subject matter is presented in story form. Readers identify with the characters in the stories. The ways and means suggested in the stories for achieving self-reliance are relevant to women's culture and society. The life story of the women depicted in the stories gives the learners some definite goals. Education must be goal-oriented. Women who have decided to organize themselves for their personal development will be satisfied with the direction they receive, as they read about the real life experiences of others.

**Weakness**

- The fluency of this book's language is difficult to judge. The use of literary language for readers with limited reading skills can be challenged. The geographical area covered by VERC has a unique local dialect. The narration of the life of Nipun Rani, Sanarama, Momena, Rahiman, and the other women is in literary or standard Bangla, and not in the local dialect. In this respect, the text poses some problems to the readers. "Reading is printed talk". While reading the text, the content may not appear to be 'talk' to the target readers who use a different dialect. While standard Bangla is easier to read, the words' meanings take a longer time to understand. Reading implies correct pronunciation and getting the right meaning of the text. The target group around Savar may find initial difficulty in the matter of language use. The use of local dialects in post literacy materials is a controversial issue. As mentioned before, local dialects are easier for the people to relate to although

they may be difficult to read and write. However, local dialects cannot be used for all post-literacy materials in the country. In that case separate materials need to be prepared and used in specific areas or geographical location, although this may not be feasible or economically viable.

*Non-language elements*

**Weaknesses**

- Golap Banu and others is a mimeographed collection of six stories narrated by five writers. As the book is mimeographed, it lacks the quality of printed materials. The booklet has a printed cover, the paper used is of poor quality.
- In terms of presentation as a post-literacy document, the booklet is not at all attractive. It contains no illustrations. In this respect, this material is very poor.
- This 40-page text has a soft cover. But each page has about 375 words and looks heavy, thus tiring the readers. To treat the theme appropriately, additional pages should have been used, with more illustrations than text.

*Impact of the material*

Since time immemorial, village women have been kept within the periphery of the family, and any question of extending their role beyond these limits has been unthinkable. The efforts of many government and non-government organizations have enabled village women to participate in developmental activities.

This booklet contains examples of poor, destitute rural women acquiring some civic awareness of their plight. Rural women have been able to identify their problems through materials such as this booklet. The information presented through the booklet's characters has motivated women to take part in income-generating activities such as sewing, cattle and poultry raising and so on. Women have also started organizing themselves as social workers and independent leaders.

## CHINA

Since the founding of the People's Republic of China, great progress has been made in the Chinese Government's efforts to promote civic education. But owing to various reasons, historical and otherwise, the level of education of the Chinese people, especially of the women in the rural areas, is still very low. As of the third national census in 1982, there were more than 237 million illiterates or semi-illiterates above the age of 12 in the total population, of which more than 164.5 million, or 69 per cent, were female. In order to help those women attain literacy, raise their level of education, and bring them into the mainstream of the national economy, concerned government agencies have been carrying out activities that will enable them to acquire elementary education and some elementary knowledge of science. Since the introduction of these activities in 1958, Hunan Province, situated in the central-southern part of China, has provided literacy education to 676,000 previously illiterate and semi-illiterate women. Of the total, some 11,000 are urban dwellers, over 57,000 are from the autonomous regions of minority nationalities, 435,000 are in the underdeveloped areas and 43,000 are unemployed youth. Upon achieving literacy, most of these women attended short term training classes to study elementary technology.

### 1. Elementary education and agro-technology teaching materials for rural women (Illustration 1)

*Target group*

Young post-literate rural women aged 16 to 25.

*Description of the material*

This material was compiled by the Women's Federation and the Educational Commission of Hunan Province. It is based on the educational level of the third year of primary school, and is focused on practical technique learning. It aims at consolidating the results of civic education and seeks to enlarge the realm of knowledge of new literate women. There are 36 lessons and 105 exercises, of which 16.6 per cent is concerned with morality and goals of socialist civilization, including human ideals, social morality, virtues of the

female, a brief account of the history of the feminist movement, woman leaders, fine examples of wives, outstanding mothers, qualities of a good wife, and so on. Thirteen per cent is concerned with government policy and law, including marriage law, hereditary law, law for the protection of children and the struggle for women's equal rights. 16.6 per cent is concerned with general aspects of women's daily life, including family planning, scientific care of children, family life education, love and marriage, environmental sanitation, food and nutrition, and so on. 52.7 per cent deals with practical technical education, including breeding, food processing, cooking, and so on. To help the young, post-literate women master the traditional method of calculation.

*Language elements*

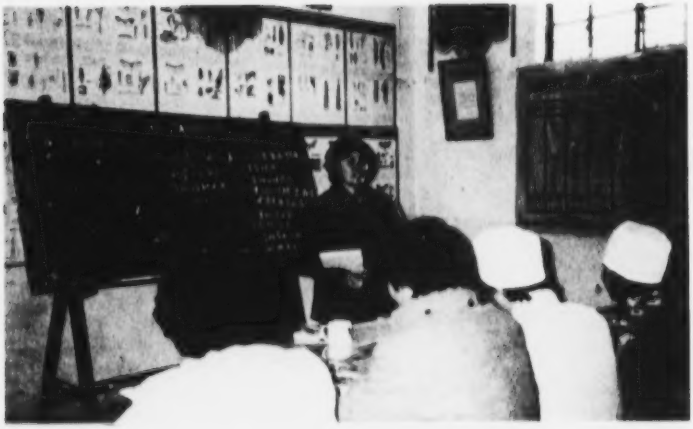
**Strengths**

- The sentence structure is simple, the material easy to understand, easy to teach and easy to learn. For example, the title of Lesson 11, *How to Take on Legal Procedures*, is brief and simple. Also when explaining "legal processes", the language used is familiar to readers. At the beginning of the text, the students are told that "legal process" is generally taken to mean "to go to court", while "to have a legal suit" means to bring a law suit against somebody. These lessons provide readers with the opportunity to expand their vocabularly and master the subject matter.
- The language is vivid, and easy to read and recite. In Lesson 20, *The Song* of the Technique in Cultivating Peanuts* (Illustration 3), there are 20 sentences in all, each of which is vivid and easy to read as the sentences also rhyme. An example is:

  *"In festivals or New Year's Day, When the guests would arrive, A dish of peanuts a cup of tea, I'd like to entertain. The peanuts' sweet and fragrant taste, makes all the guests eager to take. Yet it's easy to produce and cultivate, that makes you a greater gain".*

  A nursery rhyme of this variety is easy to remember, and is warmly welcomed by the students. At Chawan village,

* 'Song' means dispute or argument.



*Women farmers in Henan Province, China, bundled up to read and learn about new farming techniques in spare time school.*

Photos: Unesco/Namtip Aksornkool

*The literacy textbooks and materials displayed at the Peasants' Literacy and Technical School at Xinjian, Tongling County*

Photos: From *Literacy in China*

*Some textbooks written at the National Workshop for Post-Literacy Textbook Compilers*

Photos: From *Literacy in China*

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*Students of a study group are viewing their lessons in the Gaoshan Township Adult Education Centre.*

Photo: From *Literacy in China*

*Yi women of Jiefang Township, Zhaojue County, relieved from illiteracy, continue studying their ethnic culture here.*

Photo: From *Literacy in China*



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Zhabu Hui minority township in Taojiang County, there are 20 young new-literate women who, after studying this lesson, have mastered the technique of peanut planting. Seventeen of them can still recite the whole text.

– The text has an abundance of illustrations and pictures. For instance, Lesson 35, *The Interesting Circular Utilization*, focusses on pig raising. The objective is to simulate and development of energy as an organic whole, and to make up a production model showing the full cycle of planting, cultivation, and breeding. In order to help the students master this full cycle, an illustration of such a cycle precedes the text, enabling the students to understand the idea at a glance.

**Weakness**

– There are no notes, only exercises, after the text, thus limiting the suitability of the material to classroom teaching, and making students' self-study difficult.

*Non-language elements*

**Strength**

– The teaching material measures 9" x 7" and is convenient to carry. The printing quality is comparatively good, and the cover is well designed with attractive pictures in bright colours. Some of the text has illustrations and charts which were appraised and warmly received by the students.

**Weakness**

– There are too few illustrations, some of which are too simple and monotonous. Some lessons, such as *The Breeding of Bull-frogs, The Gathering of Long-Haired Rabbit's Fur, The Comprehensive Utilization of Rice, The First Process of Green Tea,* and *The Processing of Dried Lily-Roots,* suffer from this weakness. The shortage of illustrations detracts from the lessons' value and practical application.

*Impact of the material*

Some 600,000 copies of this material were sold soon after publication, breaking all records for adult education publications. Its users are able to combine the results of civic education with an improvement in their reading and writing ability.

**2. Loose-leaf teaching materials of practical productive techniques for rural women (See Illustration 5)**

*Target group*

Young and middle-aged women both in rural and urban areas with limited reading skills.

*Description of the material*

This material has been compiled to meet the needs of women and contains techniques which are urgently needed for productive labour. These techniques can be applied after studying. The main content includes the following:

a) Techniques of breeding pigs, cows, sheep, chickens, ducks, geese, rabbits, bees, and fish;

b) Techniques of cultivating grain, cotton, oil plants, linen, tea, fruits, vegetables, flowers, mulberry, and so on;

c) Techniques for food processing, the preparation of herbal medicine, production of bamboo handicraft, linen spinning, inkstone carving, and forage and feed processing and

d) Skills needed for sewing, embroidery, knitting, printing and dyeing, haircutting, cookery, engraving, photography, painting, repairing home electrical appliances, and so on.

*Language elements*

Strengths

– The vocabulary of this material is limited, using some 3,000 commonly used Chinese characters only. The text is brief and precise, and is easy to learn. The titles of the

text are new, unconventional and attractive. Some examples are *Forest is the Nurse of Agriculture, A Talk on Tea-leaves by the Girl from Tea's Homeland* (Illustration 6), *Granny Wang's Experience of Prosperity, The Way of Xi Juhna's Getting Rich, Farming Seasons and Farming Songs,* and so on.

- Besides explaining theory and techniques of cultivation, breeding, processing and so on, the material also contains advanced information on improved varieties and produce from other places. This enables readers to raise their level of education, as well as their knowledge of science and culture, and thus increase their economic standing.

**Weakness**

- Occasionally, the terminology is not clear and some characters are beyond the comprehension of neo-literate readers. Examples are such phrases as the "proper amount of trace element and vitamin". Students hardly understand what is the real meaning of "proper amount". Owing to the use of verse, some sentences are hard to comprehend. In *Farming Seasons and Farming Song,* the phrase "while dew and the autumnal equinox", which refers to the time for planting Chinese milk vetch, is used. Readers do not understand the real meaning of "Chinese milk vetch".

*Non-language elements*

**Strengths**

- Loose-leave materials are practical because they are cheap to buy and easy to carry around.
- The material has a very wide range of topics and readers can choose any of them according to their own specialization. However, only one topic is discussed at a time.

**Weakness**

- Generally this kind of material is mimeographed, and the print quality is not as good as typeset materials. Some of

the words are not clear, although they can be read and recognized from the context.

*Impact of the material*

As this kind of material is very beneficial to post-literate readers, particularly to boost agricultural productivity and their prosperity through the use of scientific methods, the circulation is comparatively large. This material has been reprinted three times, and the demand for more copies continues.

As a whole, the use of loose-leaf teaching materials is very practical and useful.

### 3. A dialogue on the common sense of rural women (Illustration 7)

*Target group*

Rural women.

*Description of the material*

This book has been compiled by Taojiang county. Its main topics include:

a) A fundamental knowledge of law, e.g. What is crime? Where to submit a lawsuit? How to employ a lawyer? What should you understand and observe when you employ a lawyer? Do women enjoy similar inheritance rights as men?

b) Basic principles of marriage law, including the principles of freedom of marriage, monogamy, equality between men and women, protection of women, the legal rights of children and the old, the practice of family planning, and so on.

c) Basic knowledge of family planning, such as: What is the best age for marriage and for giving birth? How to decide the date of birth? Who decides the sex of the baby? What forms of contraceptive methods are there?

d) Some basic knowledge of engenics, such as: What is heredity? What does engenics mean? What is a hereditary disease? How to make children more intelligent? (Illustration 8). What are the signs of a clever child? Why people

should not be married within a certain degree of close consanguinity? How to carry on the upbringing and early education of children according to their physiological and psychological characteristics?

e) Common directions on family life, such as how to handle the relationship between a duaghter-in-law and a mother-in law, and between neighbours? What care should be taken in using electrical appliances in the home? What commonly-used medicines should be kept at home? How to keep food from putrefying? What to do with scorched rice? How to kill and dress chickens or ducks?

*Language elements*

**Strength**

– The book is written in question-answer form. The words are simple, the language familiar. It is highly readable and very much welcomed by the readers. Questions that young women want very much to know but are shy to ask can be satisfactorily explained by the question and answer type of presentation.

**Weakness**

– As the author pays too much attention to oral language, insufficient attention is given to the level of difficulty of words and sentences. Consequently, certain words and phrases exceed the reading level of the readers. There are occasional grammatical mistakes in the text.

*Non-language elements*

**Strength**

– For the readers' convenience, the book is printed in a large format, and some of the pages carry illustrations. Even if readers study by themselves, they can still understand the text through the illustrations.

**Weakness**

– The quality of print is not satisfactory, and the material is not convenient to carry.

*Impact of the material*

In three villages of Taojiang county, 75 per cent of the young and middle-aged women are known to have bought materials of this type.

Of the 500 women surveyed in five different districts, 70 per cent studied the material and are now able to handle relevant problems satisfactorily; 83 per cent of the newly married women willingly follow the policy of "one child for each couple", and more than 65 per cent of the young and middle-aged women have good knowledge of child-nursing, and have become ideal wives and loving mothers.

**4. Lessons on women's health care over the radio (Illustration 9)**

*Target group*

Rural women over 14 years old.

*Description of the material*

The book has been compiled by rural doctors and gynaecologists. The content mainly concerns the physiology of women, and deals with health care education, covering menstruation, conception, menopause, and so on.

*Menstrual hygiene*

Four areas are covered. The first is precaution against infection. Women are asked to keep the vagina clean during menstrual period and to wash it daily with lukewarm boiled water. Instead of a bathtub, a shower is recommended. Sanitary pads used during the menstrual period should be changed often, washed and dried in the sun. The sanitary papers should be soft, clean and absorbent. Dirty paper, rotten cloth, or shabby cotton should not be used. Sexual intercourse should be avoided as it may cause genital inflamation, irregular menstruation, dysmenorrhoea, and so on.

Second, women are asked to keep themselves warm and to avoid bathing in cold water. At the same time attention is drawn to their diet, and women are advised not to take sour, pungent, bitter food, and wine as these may affect the nerves of the pelvic cavity and bring about the contraction of blood vessels in the matrix and the pelvic cavity, thereby decreasing menstruation, even causing menostasis or menorrhalgin.

Third, women should be free from worry and should be in a calm, unruffled mood. Anxiety will influence the regularity of the menses or increase the feeling of being indisposed during menstruation. Therefore, during menstruation, women should keep relaxed and avoid being excited, pessimistic, and angry.

Fourth, heavy work is discouraged. It is mentioned in the book that heavy work may increase the pressure on the stomach and bring about blood clotting in the pelvic cavity. If the ovary is affected, menorrhea or irregular menstruation may result.

*Personal hygiene*

Four aspects are covered as follows: ante-natal examination, enhanced nutrition, keeping the body clean, and not taking medicines casually.

*Puerperium hygiene*

Four aspects are covered as follows: rest and sleep, hygiene, avoidance of heavy labour, and food, drink and nutrition.

*Breast-feeding hygiene*

Four aspects are covered. The first is entitled, "Pay attention to the cleanliness of the nipples". The nipples should be cleaned with hot water and oil rubbed on the scales, if the nipples have any. Oil will soften the scales. Following that, wash the nipples with hot soapy water, and then with clean plain water. Every time before breast-feeding, the mother must wash her hands and clean her nipples with lukewarm boiled water. If possible, use 2 per cent boric acid solution instead. This prevents the baby from sucking dirty substances and safeguards the mother against mastitis. The second aspect is "breast-feeding should be done regularly". The third is "The method of breast-feeding must be scientific", and the fourth

is called, "Don't prolong the breast-feeding period as a means of contraception".

*Menopause hygiene*

Three recommendations are stressed: women must pay attention to their psychological health; they ought to have regular schedules for their health examinations.

*Language elements*

**Strength**

– The learners and the radio announcer cannot have face-to-face question and answer sessions. However, the language and words used are very simple and popular. For instance, the announcer says at the start of the broadcast that "a woman has to undergo many different periods, of which the most important are: menstruation, conception, giving birth, breast-feeding and menopause. They cause a series of changes in women. If a woman pays no attention to hygiene, diseases may take root in her body affecting her whole life. Therefore, hygienic conditions during these periods are extremely important. In five lessons, we are going to talk about women's hygiene problems during these peirods". The announcer's tone is warm and natural. She starts, "Dear friends, how are you? Today I am very glad to be with you again". At the end of the programme she always says, "Dear friends, I am very happy to spend such a pleasant time with you. Meet you again next time". The listeners feel at ease, and there is no question of "teacher sanctity".

**Weakness**

– This teaching material, though simple and popular, concerns health and science and therefore the sentences seem complex and long. They are hard to read, but easy to comprehend when they are read out loud.

*Non-language elements*

**Strength**

– Towards the end of this book, there are vivid illustrations of how to be hygienic during childbrith and how to prepare food ideal for a pregnant woman (Illustration 10). Through the radio lectures and the illustrations, even newly literate women whose ability to read is not fully developed yet will find this material meaningful.

**Weakness**

– This book is of a big size, and is not very convenient for the readers to carry.

*Impact of the material*

As the broadcast system is well developed in the rural areas in China, more than 60 per cent of the farmers have radios in their homes. Therefore, broadcast lectures have become a new way of instruction to popularize scientific knowledge in the rural areas. The broadcast media have the following outstanding characteristics: the 'classroom' is big, the audience is large, and the cost is small. Therefore, the circulation of material used for broadcast lectures is large. Broadcast lectures are very influential among women, especially rural girls who always feel ashamed to ask questions concerning 'female' problems. Broadcast lectures help them obtain knowledge about female health protection, and solve intimate questions about female hygiene. At the same time this also provides a 'classroom' for older women. It is for this reason that this kind of teaching material is warmly welcomed by women. In Xiushan district in Taojiang County, 8,135 out of 12,128 young and middle-aged women (about 76 per cent) bought the broadcast teaching materials.

## 5. New three-word primary textbook for girls (Illustration 11)

*Target group*

Rural adult women.

*Description of the material*

The adult education department of Hunan Province mobilized rural teachers, retired or off-service cadres, noted women and other persons concerned, to compile this book. Its content is wide-ranging. Briefly, it includes the following aspects:

a) A portrayal of women's longings and pursuits, as expressed in the following paragraph:

"Oh, women, please listen. Be strong and cherish four 'selfs'. The first is self respect. Men and women are equal. Women are half the sky. And infinitely powerful. The second is self-love. Treasure our precious time. Business be done first. The third is self-esteem. Never do damage to our nation. Cherish a high aspiration and gain respect from all. The fourth is self-renewal. Study hard, have a firm will. Dare to create and scale new heights". (Illustration 12)

b) A portrayal of how women manage a family and conduct themselves in society, as demonstrated by the following:

"The most important thing in conducting one's self and managing a family is diligence and frugality. Good traditions should be enhanced. It is most honourable to be thrifty. You must earn more and cut down on expenses, be able to calculate and plan well in managing complicated family affairs, and not waste precious time. You should eat vegetables while they are fresh, for fine nutrition prolongs one's life. Your clothes must be clean and tidy, and fit well. You should cultivate good family traditions, and pay attention to morality and civilization".

c) A portrayal of women's moral excellence and delight in helping others, and respect for the aged and persons of virtue, as expressed in the following:

"It is very important to respect the aged and persons of virtue. Near neighbours are closer than distant relatives, you should be united and concerned with one another. Help them in their needs and share their difficulties. Parents' love, teachers' kindness should always be kept at heart".

d) Guiding women in the application of scientific ways of educating children, as conveyed by these words:

"It is understandable that all parents expect their children to become useful, talented persons early. Cultivation and education need profound knowledge, whereas reckless and coercive ways are not applicable. Don't cultivate their arrogance and bad habits. Give them reasons and persuade them. Always have strict and reasonable demands and arguments. Beating and scolding should be avoided. Parents have great influence on their children; their words and deeds are a mirror. They must right themselves before teaching children. Good traditions should be carried on".

e) Directing women to become prosperous through scientific ways and beautifying the family environment, as expressed in the following:

"You should learn science and technology. Though the knowledge of technology one can become rich and able to manage things well, with wide connections and quick access of information. Newly built houses should be practical and pleasing to the eye. It would be better to have a grove in front of the house, a kitchen garden behind, and a fish pond and flower garden. Planting and breeding creates sources of income, and beautifies the environment. Establishing family possessions and building new villages will make the family happy and every village prosperous".

*Language elements*

**Strength**

– Outstanding characteristics are that the sentences are in regular form and style. There are only three words in each sentence, so the book is named, "Three-Word Primary Textbook". Moreover, from beginning to end, all the words

are carefully chosen and the sentences rhyme. The text is simple, easy to understand and to memorize, and full of wit and humour.

**Weakness**

– Some unfamiliar words were picked so that the sentences would rhyme, thereby creating occasional difficulties for the reader.

*Non-language elements*

**Strength**

– Because the sentences consist of three characters and are orderly arranged, the presentation is pleasing and attractive. The book is convenient to carry as it is small.

**Weakness**

– The book consists mainly of characters, and is not rich in text and illustrations.

*Impact of the material*

Due to its rich content and lively language, this booklet is suitable for reading aloud. The "Three-Word Primary Textbook" is much liked by women. It has been reprinted many times in some areas of the country and demands for copies continue. Many of the women who have studied this booklet can recite it from beginning to end.

**Summary**

Some opinions about compiling teaching materials for post-literate women in the future.

Although an analysis of the five kinds of teaching shows that they are comparatively popular, practical, lively in nature and effective, the materials need to be updated in order to keep up with the changing status of women in China. According to a study of several counties in Hunan Province during the last few years, the adjustment of rural professions and industries, the development of commercial products, and the improvement of material and spiritual progress

are changing the position and role of present-day rural women, resulting in a trend of "50, 60, 70, 80". That is, women are 50 per cent of the total population; they are 60 per cent of those who are in charge of the family; they are 70 per cent of those who are engaged in raising a family, and 80 per cent of those who play the guiding role in a democratic and loving family. Because of changes in women's positions, roles and ideals, their aspirations and pursuits are undergoing changes accordingly. In their life and productive endeavours, there appear "four increases". The first is the increase in the number of young women who yearn for middle an high cultural and technical education; the second is the increase in the number of women who introduce new ways of production and seek to get rich as soon as possible; third is the increase in the number of young and middle aged women who are happy to be engaged in the third trade* for ideal jobs, while the last is the increase in the number of able women taking an active part in political, cultural and economic activities. These show clearly the pursuits of the rural women of today, and at the same time suggest new and higher demands on women's education. In order to make education better meet the broad pursuit of knowledge, new ways to provide women's education and the compilation of all kinds of teaching materials are necessary. The materials should be written for primary, intermediate and advanced levels. They should concern culture, technology and education for professional skills. Some of these should be suitable for lectures. Others should be for correspondence teaching, teaching through periodicals and slide shows, and as guidance for individual self-study. The compiled materials may include comprehensive materials, individual technical materials, and even native materials. In the compilation of these materials, attention should be paid to the following points:

*Organizing the compilers of the materials*

In the compilation of the teaching materials, educational authorities and women's associations should take the lead. Rural teachers who are recruited must be enthusiastic about women's education. Technicians, feminists, experts of adult education, "teachers from the masses" who have engaged themselves in women's education,

* 'Third trade' is used to refer to commerce and service industry.

and well-known retired or off-service cadres also ought to make up the compiling and editorial organization. The compilation should be based on extensive research and study so as to make the teaching materials suitable for women's production. The teaching materials should be modified according to the society's rapidly developing economic needs, thus enhancing the purpose of spiritual and material progress, and their practicability and effectiveness.

*Unifying the requirements for compilation*

a) The compiled primary teaching materials for neo-literate women based on elementary education, need to focus on the knowledge of practical techniques so as to attain the aim of enhancing the culture and technical skills of rural women. The materials ought to possess two distinct characteristics: the characteristic of the female and the characteristic of consolidating the results of civic education and extending the fields of knowledge. In this way, the comprehensive materials, the individual technical teaching materials, and the native teaching materials complement one another;

b) The compiled professional and technical teaching materials above the intermediate level, besides introducing basic knowledge and skills, should discuss typical examples of women who have won prizes for major achievements in scientific research, from which rural women could learn much.

*Increasing the beneficial results of the materials*

The most important thing is to provide the students with many conditions for self-study and group study, including instructions before the text, exercises after the text, notes for difficult words and sentences, the spreading of practical information, and the evaluation of results of the materials. The content of teaching should be constantly renewed, and the teaching methods improved. Especially in the teaching of practical techniques a series of classroom lectures, exchanges of experience, visits to worksites and so on should be advocated, so as to enhance the economic and social effects of the teaching materials.

## INDONESIA

The enhancement of the role of women in development reflects the recognition of both women and men as potential resources in development, base on *Pancasila*[1] (the Principles), the national ideology, the 1945 Constitution and the guidelines of state policy.

To increase the role of women in national development, the State Ministry for the Role of Women in the Fourth Development Cabinet was established.

In addition, activities being conducted by various technical ministries and NGOs, including the National Women's Congress (Kowani), the Organization of Army Officials' Wives (Dharma Pertiwi), the Organization of Civil Servants' Wives (Dharma Wanita), and the Family Welfare Movement (PKK), incorporate programmes for the enhancement of the role of women. These activities are co-ordinated by the State Minister of the Role of Women Affairs (MENUPW).

In the fourth Five-Year Development Plan, MENUPW identified seven priority programmes:

a) to promote education concerning Pancasila (P4), the five basic state philosophies;

b) to help reduce child and infant mortality

c) to help reduce the three 'blindnesses' (illiteracy in the Roman alphabet, the lack of basic education, and lack of command of the Indonesian national language);

d) to expand employment and enterpreneurship opportunities for women;

e) to help the development and expansion of co-operatives;

f) to guide the education and dissemination of consumer information;

g) to provide literacy programmes for women.

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1. Pancasila is the National Philosophy consisting of five fully integrated principles as follows:

(1) Belief in the One and only God; (2) Just and Civilized Humanity; (3) The Unity of Indonesia; (4) Democracy led by the Wisdom of Deliberation amongst Representatives; and (5) Social justice for all of the People of Indonesia.

The family Welfare Movement (PKK) is a voluntary movement, oriented towards development at the grassroots level.

The PKK acts as a vehicle through which government programmes for the development of women are carried out. It mobilizes the community by awakening understanding, educating people and guiding the promotion of activities. To help in the eradication of illiteracy and in the promotion of civic education the PKK assists in setting up the 'Kejar', or learning group, and in arranging that well-to-do families allow their homes to be used for learning activities.

Indonesia does not have a separate civic awareness education programme, although civic awareness accounts for a large part of the family welfare campaign, which is divided into ten programmes:

a) The socialization of the Pancasila and its application to daily life.

b) Developing the *gotong royong* (mutual assistance and self-help) spirit.

c) Promoting an understanding of nutrition and the consumption of nutritious food.

d) Promoting an understanding of the function of clothes, and where possible, encouraging people to provide these for themselves.

e) Making people aware of the importance of good homes, with sufficient air, lighting, clean water supply, good fencing, sanitation, and so on.

f) Increasing the ability of the people to cope in their daily lives, mentally and physically, through provision of educational and vocational skills.

g) Implementing health and sanitation practices in family and community life.

h) Promoting economic activities through co-operative efforts.

i) Promoting an understanding of the close relationship between the environment and human life.

j) Sound planning of family income and expenditure.

MENUPW's approaches are oriented towards women as family members, and increasing women's role in general community welfare for national development.

*Materials developers at the National Centre for Learning Activities Development (BPKB), Jayagiri, are shown preparing supplementary reading materials on health.*

Photo: National Centre for Learning Activities

*Participants of the Unesco Technical Writing Workshop for the Development of Reading Materials for Women with Limited Reading Skills are studying the available materials at the National Centre for Learning Activities Development (BPKB), Jayagiri.*



BEST COPY AVAILABLE

*Tutorial discussion among newly literate women in Indonesia. The group is shown using the Paket A reading series.*

*Photo: Directorate of General Non-Formal Education, Youth and Sport, Indonesia*

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Civic awareness should guide the people's perception and practice of the *Pancasila*. To this end, the *Kejar Paket A* programme, while teaching literacy, incorporates material based on P4 and other civic issues.

In Indonesia, approximately 8.7 million people aged 7 to 44 are illiterate in the Roman alphabet. As educationally deprived persons are not adequately equipped for modern living, the task of reaching the illiterate population, who have not had any access to schooling, and primary school drop-outs is of paramount importance. Through non-formal education, these groups can be provided with opportunities to acquire knowledge, practical skills, and positive attitudes.

For this purpose, a series of booklets entitled *Paket A* has been developed as basic reading materials. A National Technical Co-ordinating Committee has been established, comprising representatives from different technical departments such as those in agriculture, social affairs, home affairs, health, as well as social organizations, such as the Kowani, Dharma Wanita, Dharma Pertiwi, and PKK. The representatives are responsible for the contents of the *Paket A* series. The committee is co-ordinated by the Directorate General of Non-Formal Education, Youth, and Sports. The non-language elements of the booklet series, such as the format, print, type, layout, and illustrations are similar. The format is in dialogue form and the print is larger than that used for the general public (12 point as opposed to the usual nine point for general publications). Illustrations form only 10 to 18 per cent of the material.

Literacy education in Indonesia, popularly known as *Kejar Paket A*, teaches three skills at the same time, namely, reading, writing and speaking Bahasa Indonesia (the national language), besides basic life skills. To strengthen the motivation of learners, this literacy teaching is functionally integrated into employment-oriented or income-generating activities. Literacy programmes through *Kejar Paket A*, are also seen as a means for inculcating positive attitudes towards the national philosophy of Pancasila, as well as promoting the application of Pancasila in the everyday life of citizens.

In addition, other subjects related to raising civic awareness, such as access to information on health and nutrition, child care, conservation of the environment are also included.

Although there is no distinction between literacy education for men and women, there is a tendency for women to group together while men gather separate groups.

Both men and women, however, are users of the same *Paket A*. Even domestic skills, such as cooking, tailoring, home management, baby care, family planning, and so on are as important to men as they are useful to women. On the other hand, topics on skills related to agriculture, animal husbandry, and so on also should be geared to women learners, too.

However, analysis of materials on civic education for post-literate women was derived from an assessment of five selected booklets of the *Paket A* series used in groups where women predomenate.

The five materials selected from the series designed to enhance civic awareness are as follows:

a) Indonesia, a constitutional state
b) Regreening and reforestation
c) Educating youngster
d) Mother and child health
e) Family planning

### 1. Indonesia, a Constitutional State

*Target group*

Women and girls, particularly in the rural areas, who have completed A1 - A20.

*Description of the material*

Description of Indonesian constitutional law and basic human rights. In addition, laws prescribing the rights and responsibilities of the citizens are also given.

*Language elements*

Strength

- Sentences use simple words, and after every chapter there are related questions to test comprehension.

**Weaknesses**

- There are no supplementary materials in the various mother tongues of users. The supplementary materials are only available in Bahasa Indonesia. Some dialogues are monopolized by one person only, such as on page 10. The language is too formal and needs to be more colloquial.
- The sentences are long, consisting of some 20 words each.

*Non-language elements*

**Strength**

- The print is larger than that used for the general public (12 point as opposed to the usual nine point for general publications). Some illustrations are simple but attractive. They reflect the Indonesian social and cultural situation, as on page 31. Chapters do not contain an overload of information or directives for the learners to absorb.

**Weaknesses**

- Illustrations form only 10 per cent of the material, and some of them are not relevant to the content as on page 4.
- Although the pictures are culturally relevant, they are not specific to the topics and they offer no help to the reader. The only colours used are black and white. The publication would have been more attractive if more colours has been used. The layout is not well planned, as on pages 9 to 38. In addition, the text takes up too much of the page.

*Impact of the material*

**Quantitative measure of impact**

- In 1987, more than 50,000 copies were printed and have been distributed to learning groups and village libraries in the 27 provinces of the country.

**Qualitative measure of impact**

- Polygamy by Muslim men has been reduced because most of the women, particularly housewives, have become aware that polygamy is prohibited by law.

## 2. Regreening and reforestation

*Target group*

Same as above.

*Description of the material*

This booklet is one of the materials in the Paket A Series (A89) to be included in the learning package to teach civic education. It discusses the critical issue of preserving natural resources by way of regreening and reafforestation programmes, which the government considers a high priority. The topic is presented in story form, narrating the experience of an extension worker who helps people understand the problem and acquire skills to participate in the programmes.

*Language elements*

**Strength**

- The keywords from every chapter which are related to the topic are listed, allowing the learner to identify and remember the new words more easily.

**Weaknesses**

- The supplementary materials are only available in Bahasa Indonesia, not in the various mother tongues of the users. Some dialogues are monopolized by one person only, as on pages 14 to 16.
- The language is too formal and needs to be more colloquial. There are very long sentences consisting of 24 words each, as on page 5.

*Non-language elements*

**Strength**

- Following each chapter are related questions to test comprehension. The print which is larger than average facilitates reading. Some illustrations are simple yet attractive. They reflect the Indonesian social and cultural situation, as on page 30.

**Weaknesses**

- Illustration comprise only 20 per cent of the content. Pictures are without captions. They are also non-specific and do not help guiding the readers in understanding the text. The publication is in black and white, and could have been more attractive if colours were used.
- The layout is not well planned, as on pages 1 to 41. The text takes up too much space.

*Impact of the material*

**Quantitative measure of impact**

- More than 60,000 copies were printed in 1987 and distributed to learning groups and village libraries in the 27 provinces of Indonesia. The National Regreening Programme resulted from Inpres (Presidential Instruction) No. 8/1987, through which the government provides financial assistance to support the programme.

**Qualitative measure of impact**

- Many villagers are now planting different varieties of plants in their gardens.
- Several nature-lover clubs have been formed.
- Awards for successful regreening have been presented by the President on Independence Day to many deserving people.

### 3. Family planning

*Target group*

Same as above

*Description of the material*

This Paket A booklet (A17) aims to teach people about the relationship between a well-planned family and a healthy and happy life. Using the Darmo family as an example, the booklet explains what family planning means and what it can do to a family. It also describes the kinds of government programmes and services which are made available to help the people adopt family planning practices. Reference is made to the national family planning programme.

*Language elements*

**Strengths**

- Simple sentences are used. The vocabulary is appropriate for the target readers and their lifestyles.
- Questions are provided at the end of each chapter to test the readers' comprehension.

**Weakness**

- The material does take into account variations in the background of the learners who come from different parts of the country. The content is based on only a few cultural situations in Indonesia.

*Non-language elements*

**Strength**

- The print is bigger than that in newspapers, making the text easier to read. The illustrations are clear and attractive.

**Weakness**

- Some dialogues are too long, such as that on page 16.

*Impact of the material*

**Quantitative measure of impact**

- In 1987, more than 100,000 copies were printed and distributed to all the provinces.

**Qualitative measure of impact**

- Family planning programme has become very popular and most of the women in the villages have started to practice family planning.

### 4. Educating youngsters

*Target group*

Same as above.

*Description of the material*

This is a Paket A booklet (A33) aimed at mothers with young children. Since young people are "the future of the country and the nation", their education is very important and should consciously be a part of the family's responsibility. The booklet teaches basic principles of childrens' education in the family, as the first step before education in the school and within the community.

The discussion underscores religious and moral education needed to lay out a firm foundation for the development of a child's personality.

*Language elements*

**Strength**

- This booklet has been distributed all over Indonesia, and is used as a reading resource. The provision of information is well-paced.



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**Weakness**

– The grammer is simetimes incorrect, and the pictures are not particularly relevant to the material. An example is the use of photos of urban children to illustrate text referring to village children.

*Non-language elements*

**Strength**

– The print size is bigger than that generally used for newspapers.

**Weakness**

– The publication is in black and white. It would have been very attractive if colours were used.

*Impact of the material*

**Quantitative measure of impact**

– In 1987 more than 50,000 copies were printed and distributed to all the provinces.

**Qualitative measure of impact**

– The booklet has motivated parents to raise their children better.

### 5. Paket A series on health education

*Target group*

Same as above.

*Description of the material*

Topics related to mother and child health, as part of civic education for women and girls, are discussed in three Paket A booklets, namely A26 on *Awaiting a New Baby*, A27 on *Baby Care*, and A28 on *Helping a Child to Grow*.

For each serial a number of supplementary materials have been developed to reinforce learning. The objective of the booklets is to impart knowledge, attitudes, and skills to learners (particularly women and would-be mothers) with respect to baby care, what it takes for a child to grow physically and mentally, and the prevention of child diseases.

*Language elements*

**Strengths**

- The sentences use simple words. There are no more than 14 words in every sentence. At the end of each chapter, there are questions to test comprehension. After the last chapter, key words which are related to the topics are listed.
- Learners are able to identify and memorize new words easily.

**Weaknesses**

- Many unfamiliar foreign words are used in the booklets. These include *janin, kain kasa, sel jantan, waslap* (A26) *amoniak, dermatol, diphteria, pertusis, polio, salapzink* (A26) *BCG, diarrhoea, diphteri, DPT, immunisasi, infeksi, kinkhoest, katipa, paratipus, vaksinasi and vitamin* (A28).
- There are dialogues in which one person has too much to say (such as on A27 pages 15 to 17).

*Non-language elements*

**Strength**

- The print size is larger than that used for the general public (12 point as opposed to the usual nine point for general publications). On the last page there are simple songs related to some illustrations.

**Weakness**

- Illustrations form only 13 per cent (A26 and A27) and 10 per cent of the Paket A28 booklet. Some of the illustrations are not relevant to the content (e.g. A26 page 4) and all pictures are without captions. The pictures are non-specific and offer no help to the readers. The only colours used are black and white. The material would have been more attractive if red were used as a predominant colour. The layout is not well planned, (as seen on A26, pages 6 to 16 and A27, pages 4, 5, 7 and 9). The text takes up too much space.

*Impact of the material*

**Quantitative measure of impact**

- In 1987, more than 60,000 copies were printed and distributed to learning groups and village libraries.

**Qualitative measure of impact**

- Pregnant women now consult doctors; mothers refer their children to the doctor when they are sick, not to the Shaman or traditional doctor.
- Children now receive vaccinations. The incidence of child diseases has been reduced. Child mortality has also been reduced.